DOCUMENT RESUME

ED 145 561 95 EA 010 028

AUTHOR	Liechty, Thornton Acheson
TITLE	Patterns of Citizen Participation in Education. Technical Report No. 411.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Mar 77
CONTRACT	NE-C-00-3-0065
NOTE	340p.; Report from the Project on Organization for Instruction and Administrative Strategies; Doctoral Dissertation, University of Wisconsin (Madison); Some appendixes may not reproduce clearly due to small print size
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	*Citizen Participation; Educational Attitudes; Elementary Secondary Education; *Participant Characteristics; *Predictor Variables; Questionnaires; *Statistical Analysis; *Surveys; Tables (Data)

ABSTRACT

This study examines the nature of citizen participation in education. A questionnaire was developed that assessed both the kinds of educational activity in which citizens participated and selected primary personal variables. General purposes of this assessment were 1) to describe the frequency, distribution, and modes of educational participation and to identify types of participators; 2) to secure data for these types of participators regarding educational awareness, specific attitudes toward participation, generalized attitudes toward political, social, and educational concerns, and socioeconomic variables; and 3) to correlate these primary personal variables with identified types of educational participators. The field study employed a proportionate random sample of voters in one magisterial district of a mid-eastern state, resulting in 139 completed interviews. Four empirical modes of participation were identified, including the parochial mode (17% of all activities), the cooperative mode (23%), the electoral mode (48%), and the dynamic mode (12%). Five types of educational participators were identified, including activists (37% of the participators), parents (24%), citizens (17%), voters (17%), and inactives (5%). (Author/JG)

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by

Thornton Acheson Liechty

Report from the Project on
Organization for Instruction and
Administrative Strategies

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Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

March 1977

EA 010 028

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Cognitive Learning. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that agency should be inferred.

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The Wisconsin R&D Center is supported with funds from the National Institute of Education; the Bureau of Education for the Handicapped, U.S. Office of Education; and the University of Wisconsin.

ACKNOWLEDGEMENTS

I am indebted to many people for their interest in and support for this study. Deepest thanks should go to my advisor, Dr. B. Dean Bowles, for his assistance in all phases of this research and for his inspiration to the direction of my professional life; to Dr. Dennis W. Spuck, for his detailed understanding and his active guidance in design, methodology, and data analysis segments of this study; to Dr. Marvin J. Fruth, for his constant support and advice; and to Dr. Jack S. Dennis and Dr. Lloyd E. Frohreich, for their useful comments and helpful interest.

This study could not have been completed without the loyalty, friendship, and generous involvement of Dr. Sean King and his lovely wife, Barbara; the financial and professional support granted by the University of Wisconsin Research and Development Center for Cognitive Learning; the cooperation of two school districts and the patient efforts of each and every respondent; the constant encouragement of Chancellor Edward B. Fort and others in the University of Wisconsin Center System Administration; and the secretarial talents of Elvira Benter and others who turned foul paper into fair copy.

I am especially grateful to my wife, Alice, who gave her fullest measure of help, support, and love, and to my children, Stephen and Lynette, who patiently endured the preoccupation of their father.

DEDICATION

To my late mother, father, and brother--upon whose courage and strength I drew my resolve to complete the task.

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Abstract

PATTERNS OF CITIZEN PARTICIPATION IN EDUCATION

By

Thornton Acheson Liechty

Under the supervision of Professor B. Dean Bowles

This study examined the nature of citizen participation in education. A questionnaire was developed which assessed both the kinds of educational activity in which citizens participated and selected primary personal variables. The general purposes of this assessment were (1) to describe the frequency, distribution, and modes of educational participation and to identify types of participators; (2) to secure data related to these types of participators, including educational awareness, specific attitudes toward participation, generalized attitudes toward political, social, and educational concerns, and socio-economic variables; and (3) to correlate these primary personal variables with identified types of educational participators.

Design and Methodology

Utilizing a conceptual framework originally developed by Verba and Nie to examine political participation, it was hypothesized that four modes of educational participation could be described: voting, campaign activity, communal activity, and particularized contacting. It was further hypothesized that six types of participators could be identified: inactives, voting specialists, parochial participants,

communalists, campaigners, and complete activists. These modes of activity and types of participators were used as the basis for analyzing patterns of educational participation.

The field study employed a proportionate random sample which resulted in 139 completed interviews. Descriptive statistics were produced to examine questionnaire responses; R-mode factor analysis was used to compute empirical modes of educational participation; Q-mode factor analysis was used to identify types of participators; and discriminant analysis suggested variables differentiating significantly between types of participators.

Findings

Modes of Participation

Four empirical modes of participation were identified: the parochial, cooperative, electoral, and dynamic modes. The parochial mode represented 17% of the total set of educational activities; these activities appeared to be child-oriented and non-conflictual, and to require much initiative. The cooperative mode represented 23% of the educational activities; these tended to be group-oriented and non-conflictual, and to require some initiative. The electoral mode represented 48% of the educational activities; these activities seemed to be voter-oriented and conflictual, and to require little initiative. Dynamic mode activities represented 12% of the educational activities; these appeared to be school- and community-oriented and conflictual, and to require much initiative.

Types of Participators

Five types of educational participators were identified: activists, parents, citizens, voters, and inactives. Activists (37% of the participators) accounted for 51% of the total activity; they ranked highest in representing white participators, showed the highest educational attainment level, demonstrated the greatest income level, and scored highest on cooperative, electoral, and dynamic mode activities. Parents (24% of the participators) accounted for 30% of the total activity; they ranked highest in representing females, "parent status" participators, and participators with children in school, they demonstrated the highest levels of educational awareness and participation orientations, and they scored highest on parochial mode activities. Citizens (17% of the participators) accounted for 10% of the total activity; they ranked highest in representing males and blacks. Voters (17% of the participators) accounted for 9% of the total activity; they ranked highest in representing participators residing longest in the county. Inactives (5% of the participators) demonstrated no educational activity; they exhibited the highest levels of age and political, social, and educational traditional attitudes.

Conclusion

This study represented a modification of the initial Verba-Nie participation framework, and it identified four modes of educational participation, five types of educational participators, and selected primary personal variables describing these types of participators.

Future research should validate the findings of this research, identify why people selectively participate in education, and determine the consequences of the selective participation on policy formulation.

APPROVED: B. Dean Bowles
B. Dean Bowles

DATE: January 19, 1977

CHAPTER I

INTRODUCTION

This study of educational participation suggests that an educational system is a special type of political system which authoritatively allocates values, resources, and power in order to formulate and implement educational policy.[1] As such, the study of participation analyzes the way in which citizens influence educational policy. A core set of interactions inherent in an educational system is that which relates the home, the school, and the community. In an unpublished "State of the Art" paper by the University of Wisconsin Research and Development Center for Cognitive Learning, the relationship among home-school-community educationally oriented interactions is defined as:

> . . . a concept connoting reciprocal relation or interaction between school and community or home and school, rather than a concept implying the role or functions of the school in a changing society.[2]

The objective of the reciprocal relationships is to secure better education for the community. To understand the impact of the home-school-community educational interactions in achieving educational goals requires an awareness of the fundamental participatory characteristics of the local citizenry. It is these participatory characteristics which describe how individual citizens make known their views and seek to influence (directly or indirectly) the educational system of that community. Since participation is a primary method of influencing a system, educators must have an operational framework by which to evaluate the citizen's participation in the educational system. It is to provide such a structure as well as to aid in achieving a deeper understanding of the pattern of such influence that this research is being conducted.

---

[1] See Laurence Iannaccone, Politics in Education (New York: Center for Applied Research in Education, 1967); and Frederick M. Wirt and Michael W. Kirst, The Political Web of American Schools (Boston: Little, Brown & Company, 1972).

[2] Jin E. Kim, Marvin J. Fruth, and B. Dean Bowles, "Home-School-Community Relations: State of the Art" (Theoretical Paper No. 61, The Wisconsin Research and Development Center for Cognitive Learning, 1976), p. 5.

The purpose of this dissertation is (1) to develop a framework for educational participation which (a) examines the frequency and distribution of educational participation, (b) determines modes of educational participation (the ways in which people participate), and (c) identifies types of participators (categories of citizen participators); (2) to secure data relating to each citizen's "primary personal variables," which include (a) educational awareness (sense of conflict, issue, and leadership awareness), (b) specific attitudes toward participation (sense of interest, activity, efficacy, and duty) and generalized attitudes toward social, political, and educational concerns (based on progressive and traditional attitude indices), and (c) demographic variables (such as length of community residency, age, and level of educational attainment); (3) to correlate the "primary personal variables" with the identified types of educational participators in order that the characteristics of these types may be described; and (4) to create and refine a questionnaire designed to develop the framework [(1) above] and to secure data related to the "primary personal variables" [(2) above].

In undertaking to examine the empirical questions relating to the nature of educational participation, the frequency and distribution of educational participation, the kinds of educational activity, classification of educational participators, and determination of demographic and attitudinal characteristics of educational participators, this dissertation does not deal with such normative issues as the determination of an optimal level of educational participation, the value of "democratic" participation, the identification of who ought to participate, and the manner in which educational leaders should respond to the demands and needs of a community.

The related literature developed in this chapter, in addition to laying the groundwork for the systems conceptual framework, focuses on two major categories: (1) participation literature and (2) literature related to the "primary personal variables" of demographics and attitudes.

Political participation literature represents a large body of publications. Most helpful in this area are Milbrath, Nie, and Verba and Nie.[3] This literature covers three major concerns: (1) the role of voting behavior, (2) normative literature dealing with the value of democratic participation, and (3) empirical literature analyzing the nature of participation. Educational participation literature focuses on (1) adult involvement in specific educational organizations and groups, (2) techniques for increasing the influence of citizen participators, and (3) empirical literature categorizing and describing kinds of participation. The five-volume Project CAST publications usefully detail some elements of participation in educational systems.[4]

---

[3] See Lester W. Milbrath, Political Participation: How and Why Do People Get Involved in Politics? (Chicago: Rand McNally & Co., 1965); Norman H. Nie, "Citizen Participators: A Study of the Dimensions of Popular Participation in American Society," (Ph.D. dissertation, Stanford University, 1971); and Sidney Verba and Norman H. Nie, Participation in America: Political Democracy and Social Equality (New York: Harper & Row, 1972).

Demographic literature identifies critical personal variables such as income, educational level, occupational level, race, religion, sex, age, and community residence; these variables have been shown to correlate with the likelihood of participation in political (and educational) activities. Attitudinal literature suggests ways in which the researcher may determine aspects of individual behavior. Scale research accomplished by Robinson, Rusk, and Head, information developed by Almond and Verba and Nie, and conceptual efforts undertaken by

---

[4] William R. Odell and Richard F. Carter, directors, Project CAST: The Structure and Process of School-Community Relations, vol. 1: Informal Communications about Schools, by Richard F. Carter, Bradley S. Greenberg, and Alvin Haimson; vol. 2: Between Citizens and Schools, by Richard F. Carter and Steven H. Chaffee; vol. 3: The Structure of School-Community Relations, by Richard F. Carter et al.; vol. 4: The Process of School-Community Relations, by Richard F. Carter and W. Lee Ruggels; vol. 5: A Summary, by Richard F. Carter and William R. Odell; 5 vols. (Stanford, California: A Technical Report from the School of Education, Stanford University, 1966).

Kerlinger are proposed as crucial references for the development of attitude indices in this dissertation.[5]

Related Literature

Politics can be defined by "Who gets what, when, where, and how,"[6] and most participatory behavior can be viewed as essentially political in nature. The conceptual framework for this study derives from the systems framework developed by David Easton.[7] The framework for political participation, developed by Nie and Verba, and the adaptations of this framework for the purposes of this dissertation provide a heuristic method by which the elements of educational participation are analytically separated and categorized in terms of "experience." Easton, Verba, and Nie provide the basis for a structure of knowledge which determines what portions of the framework are valuable and which are untenable.

---

[5] See John P. Robinson, Jerrold G. Rusk, and Kendra B. Head, *Measures of Political Attitudes* (Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, The University of Michigan, 1968); Gabriel A. Almond and Sidney Verba, *The Civic Culture* (Princeton, N. J.: Princeton University Press, 1963); Nie, "Citizen Participators"; and Fred N. Kerlinger, "Factor Invariance in the Measurement of Attitudes Toward Education," *Educational and Psychological Measurement*, 21 (1961):273-285; idem, "Progressivism and Traditionalism: Basic Factors of Educational Attitudes," *The Journal of Social Psychology*, 48 (1958):111-135; idem, "Social Attitudes and Their Criterial References: A Structural Theory," *Psychological Review*, 74 (1967): 110-122; idem, "The Construction and Factor Analytic Validation of Scales to Measure Attitudes Toward Education," *Educational and Psychological Measurement*, 19 (1959):13-29; idem, "The First- and Second-Order Factor Structures of Attitudes Toward Education," *American Educational Research Journal*, 4 (1967):191-205; idem, "A Social Attitude Scale: Evidence on Reliability and Validity," *Psychological Reports*, 26 (1970):379-383.

[6] Harold Lasswell, *Politics: Who Gets What, When, How* (New York: World Publishing, 1964).

[7] David A. Easton, *A Framework for Political Analysis* (Englewood Cliffs, N. J.: Prentice Hall, 1965); idem, *A Systems Analysis of Political Life* (New York: Wiley, 1965).

The basic systems process is simplified and depicted in Figure 1-1. Environmental stress (partially derived from previously actualized participation and the subsequent policy decisions) generates inputs into actualized participation and into policy decisions, the implications of which are fed back into the process. In Easton's words, a systems analysis:

> . . . encourages us to interpret political life as a dynamic system of behavior, both as an interacting set and as a body of activities which, in their totality, are able to do work by converting inputs into outputs.[8]

The study of participation must begin with an individual acting to influence policy. The key research problems revolve around the acting and interacting individual:

> Without acting there are neither social problems requiring solution nor the need for social sciences to investigate the uniformities involved. People do not interact politically in a vacuum, however. Interaction always occurs in relation to other people, to a physical environment, and to a non-human biological environment . . . . When people act, there are various elements in their social, physical and biological environments limiting and determining their activities.[9]

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[8] Easton, Systems Analysis, p. 479.

[9] David A. Easton, The Political System: An Inquiry into the State of Political Science (New York: Knopf, 1953), p. 193.

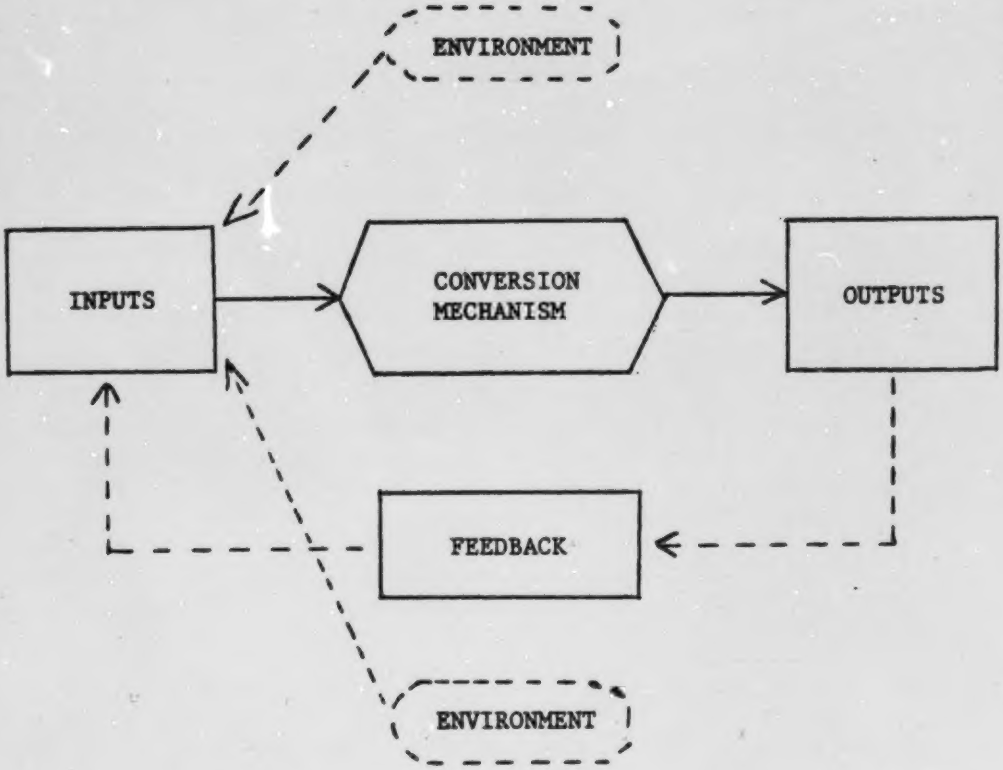
ENVIRONMENT
INPUTS
CONVERSION MECHANISM
OUTPUTS
FEEDBACK
ENVIRONMENT

Figure 1-1. Systems Model.

If there are uniformities in participation, they should be identified. One may be able to grapple with this "situation" or process inferentially, through the examination of how citizens admit they act (directly or indirectly) to influence policy formulation.

In addition to the "situational" elements of participation, it is valuable also to consider the motivations, predispositions, and feelings toward society and toward participation which are held by an individual. In part, these can be considered personal determinants of participation:

> Personality is a second dimension of any activity which, concurrently with the situational, contributes to the outcome . . . . No two individuals will define a situation and react to it in exactly the same way. The same facts may be so interpreted by two different persons as to lead to totally divergent decisions and actions. A source of the divergence lies in the individual's personality.[10]

The examination of selected attitudinal aspects of individuals helps to evaluate the "personality" aspect of activity.

Easton's framework outlines the need to examine concurrently (1) an educational process, the empirical system of intertwined activity which may influence authoritative policy, and (2) educational behavior, the attitudinal illumination of individual motivation and predispositions, which presumes (from an educational perspective) that "there exists an isolable influence of . . . attitudes on political activity."[11]

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[10] Ibid., pp. 200-201.

[11] Ibid., pp. 206-207.

The literature pertinent to these aspects of participation can be summarized as (1) educational process or situation related literature which deals with the empirical nature of participation, and (2) educational behavior literature which illustrates the primary personal variables.

Participation Literature

Political participation literature. There is a considerable amount of political participation literature which covers political activity and attitudes under such categories as public policy and decision making,[12] voting behavior,[13] public opinion and attitudes,[14] normative literature related to citizen control and power,[15] and empirical literature related to case studies and analysis of the empirical nature of political participation.[16]

---

[12] See, for example, R. N. Anthony, Planning and Control Systems, A Framework for Analysis (Boston: Harvard University, 1965); and Yehezkel Dror, Public Policymaking Re-examined (San Francisco, Calif.: Chandler, 1968).

[13] See, for example, Bernard Berelson, Paul F. Lazarsfield, and William N. McPhee, Voting (Chicago: University of Chicago Press, 1954); Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes, The American Voter: An Abridgement (New York: Wiley, 1964); and Angus Campbell, Gerald Gurin, and Warren E. Miller, The Voter Decides (Evanston, Ill.: Row, Peterson, 1954).

[14] This category tends to be an extension of voting behavior analysis. See W. H. Flanigan, Political Behavior of the American Electorate, 2nd ed. (Boston: Allyn and Bacon, 1972). See also selections in anthologies such as Edward C. Dreyer and Walter A. Rosenbaum, Public Opinion and Behavior: Essays and Studies, 2nd ed. (Belmont, Calif.: Wadsworth, 1970); Dan D. Nimmo and Charles M. Bonjean, eds., Political Attitudes and Public Opinion (New York: David McKay Co., 1972); and William J. Crotty, ed., Public Opinion and Politics: A Reader (New York: Holt, Rinehart & Winston, 1970).

In the literature pertaining to citizen power and control, Arnstein projects a ladder of citizen participation, a typology which is power oriented and which illustrates levels of institutionalizing citizen power in a formal structure.[17] She has posited a unidimensional model which ranges from the "powerless" pole (manipulation and therapy) to the "powerful" pole (delegated power and citizen control). These gradations of citizen power are based theoretically on the difficulty and level of rewards.

---

[15] The normative literature details community action programs, model cities programs, and concerns relating to citizen control, citizen power, and citizens working through organizations to achieve substantial influence. See, for example, Eugene Litwak et al., "Community Participation in Bureaucratic Organizations: Principles and Strategies," Interchange 1 (1970):44-60; Robert E. Cleary, "Participation, Public Policymaking, and American Democracy," Social Education 36 (1972):615-619; Edmund M. Burke, "Citizen Participation Strategies," American Institute of Planners Journal, September 1968, pp. 287-294; and George M. Beal, "Additional Hypotheses in Participation Research," Rural Sociology 21 (1956):249-256.

[16] See, for example, Robert E. Agger, Daniel Goldrich, and Bert E. Swanson, The Rulers and the Ruled (New York: Wiley, 1964); Almond and Verba, The Civic Culture; James D. Barber, Citizen Politics, 2nd ed., (Chicago: Markham, 1972); Milbrath, Political Participation; NIE, "Citizen Participators"; Kenneth Prewitt, The Recruitment of Political Leaders: A Study of Citizen-Politicians (Indianapolis, Ind.: Bobbs-Merrill Co., 1970); Sidney Verba, Norman H. Nie, and Jae-on Kim, Modes of Democratic Participation: A Cross-National Comparison (Beverly Hills, Calif.: Sage, 1971); and Verba and Nie, Participation In America.

[17] Sherry R. Arnstein, "Eight Rungs on the Ladder of Citizen Participation," in Citizen Participation: Effecting Community Change, eds. Edgar S. Cahn and Barry A. Passett (New York: Praeger, 1971), pp. 69-91.

Among the empirical studies, Prewitt discusses four types of citizens: (1) The 30 percent of the population who are "politically indifferent," who do not vote, who are apathetic about political events, and who have few opinions about public issues; (2) the "more politically involved citizens," encompassing about 60 percent of the population, who do vote, who follow political happenings, who discuss politics, and who contact people on political matters; (3) the "political actives" who, as 10 percent of the population, are citizens having a continuing interest in political matters; and (4) the "officeholders," comprising about two percent of the population, who hold partisan or nonpartisan positions.[18] In evaluating this typology, Prewitt suggests:

> It is difficult to distinguish rigorously and satisfactorily between these four ways in which citizens relate to political life. What one scholar prefers to call minimal political participation another will call active political involvement. The scholar's difficulty is compounded by the fickleness of his subjects--individual citizens shift from one role to another, a citizen may one year be an active leader in his community and the next year be content to leave the direction of public affairs to others.[19]

Prewitt adopts Dahl's distinctions to dichotomize actors: (1) the active citizen who is involved in partisan campaign activities, who acts as organizational leader, who routinely attends related meetings; and (2) other citizens who "differ not so much in their level of interest and concern as in their levels of investment."[20] Prewitt identifies the politically active role by activities that are sufficiently demanding that citizens in this strata must be willing to rearrange their personal lives; he includes officeholders, candidates for office, potential candidates for office, and other actives "who attempt directly to influence who is to hold office and the policies office holders pursue."[21]

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[18] Prewitt, Recruitment of Political Leaders.

[19] Ibid., p. 54.

Nie, Powell, and Prewitt[22] develop a framework for a cross-national study of social structure and political participation which is grounded in the political participation concepts of Deutsch, Lerner, Almond and Verba, Dahl, Key, and Milbrath.[23] The study highlights variables concerning an individual's social status, education, and organizational membership as related to the degree or intensity of political activity. Evidence from the Nie, Powell, and Prewitt study suggests that there exists a significant relationship between economic growth and increasing citizen participation in politics. This relationship is explained through larger numbers of upper and middle class persons and by the emergence of organized economic and social groups: (1) social status affects political participation through the operations of an intervening variable of political attitudes and cognitions, which themselves affect political participation; and (2) the more one is involved in organizations the more likely one is to achieve the attitudinal orientations toward participation which facilitate political involvement.[24]

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[20] Ibid, p. 54. See also Robert A. Dahl, Who Governs? Democracy and Power in an American City (New Haven, Conn.: Yale University Press, 1961), p. 223.

[21] Prewitt, Recruitment of Political Leaders, p. 55.

[22] Norman H. Nie, G. Bingham Powell, and Kenneth Prewitt, "Social Structure and Political Participation: Developmental Relationship," parts 1 and 2, American Political Science Review 63 (June and September 1969):361-378 and 808-832.

[23] See Karl Deutsch, "Social Mobilization and Political Development," American Political Science Review 55 (1961):493-514; Daniel Lerner, The Passing of Traditional Society (New York: Free Press of Glencoe, 1958); Almond and Verba, The Civic Culture; Dahl, Who Governs?; V. O. Key, Public Opinion and American Democracy (New York: Knopf, 1961); and Milbrath, Political Participation.

A series of interrelated publications under the general direction of Verba detail more precisely the empirical nature of political participation. Almond and Verba's The Civic Culture provide the foundation for Nie's Ph.D. dissertation entitled "Citizen Participators" and for Verba, Nie, and Kim's article entitled "The Modes of Democratic Participation."[25] These publications refine and develop the original Verba thesis that political participation is highly related to an individual's socio-economic status; they also provide a solid statistical foundation for the analysis of participatory activity. In 1972, Verba and Nie published their book entitled Participation in America detailing the socio-economic variables relating to participation.[26] These works explicate in a valuable and sound manner many of the general concepts and specific variables associated with political participation. Within the framework developed by Verba and Nie, measures of participation, attitudes, social status, and other demographic data related to individual citizens are considered to "form the building blocks of a model of the causes and consequences of participation" which can be applied to any grouping of citizens.[27]

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[24] Nie, Powell, and Prewitt, "Social Structure and Political Participation," pp. 825-827.

[25] See Verba, The Civic Culture; Nie, "Citizen Participators"; and Verba, Nie, and Kim, Modes of Democratic Participation.

[26] Verba and Nie, Participation in America.

In order to determine the extent to which citizens participate in systemic activities, the implicit assumption is often made that participation is confined to a small group of individuals who appear to be active across the entire range of participatory activities. Definitional differences among researchers as to what constitutes "active participation" may have focused unduly on the requirement that active participation be limited to officeholders, candidates, and to "those seeking directly to influence persons in positions of authority."[28] Verba and Nie expand the horizon of participation research by including, as influential in the political process, citizens who are not "gladiators" and who have been considered relatively inactive because their participation was either periodic or of low frequency. Verba and Nie's findings indicate that citizens do specialize in different kinds of activity; further, they find that, while the proportion of people performing any single type of participatory act may be small, the total proportion of individuals active in one way or another is more substantial than political participation literature would suggest.

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[27] Ibid., p. xx.

[28] Prewitt, Recruitment of Political Leaders, p. 55.

The reasons for participators specializing in different modes of political activity may lie in the differing nature of concerns and dispositions of individuals which is reflected in observable patterns of "situational" and "behavioral" variables. As Nie suggests:

> . . . there is a motivational logic to the types of acts citizens choose to perform, which results in turn in a number of distinguishable types of political actors . . . . The types of activity in which they specialize do not simply reflect random choices, but are rather a direct consequence of the nature of their concerns as well as their predispositions as political actors.[29]

Berelson and Milbrath argue that all types of political activity can be considered as part of a unidimensional and cumulative continuum. The argument implies that individuals consistently participate only in "easy" activities (those requiring the least effort or initiative) or in "difficult" types of participation (those requiring greater effort). Individuals involved only in easy activities demonstrate the least degree of participation; those involved in the difficult activities show the highest levels of participation. However, Verba and Nie demonstrate that individuals may differ both in the kind of participation (voting, campaign activity, communal activity, personalized contacting) as well as in the amount or frequency of that participation (high to low levels of participation); over time, many citizens participate in different kinds of participatory events which have differing degrees of "difficulty." The frequency of participation is neither consistently nor evenly distributed among the kinds of participation identified by Verba and Nie.

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[29] Nie, "Citizen Participators," p. 2.

Ascertaining the relative difficulty of participatory acts is a complex undertaking. Nie makes a distinction between voting (requiring little initiative) and contacting activities (requiring considerable initiative). If one judges the degree of initiative or effort required to complete an activity, campaign activity is found to be more closely related to voting than to communal or to contacting types of activity. Communal activities, however, allow one to share the burden, and thus they may require less initiative than contacting, where the burden rests on one individual.[30] Nie issues his scholarly challenge to the "old masters" of participatory literature:

> . . . although the degree of political involvement or the amount of participation in which citizens engage . . . is an important characteristic of participatory behavior, political activities are not, as Berelson, Lazarsfeld, and McPhee argue, interchangeable. And contrary to what others (Milbrath and Lane) have suggested, political actors differ in ways above and beyond sheer rates of participation.[31]

It is a challenge to any researcher to determine the manner in which educational activity may not be interchangeable and to identify ways in which educational actors differ above and beyond sheer rates of educational participation.

Educational participation literature. Literature relating to educational participation focuses on (1) adult involvement in specific educational organizations and groups,[32] (2) normative and prescriptive techniques for increasing the influence and power of citizens participators,[33] and (3) empirical research.[34]

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[30] Ibid., p. 37.

[31] Ibid., p. 198. See also Berelson, Voting; Milbrath, Political Participation; and Robert A. Lane, Political Life: Why People Get Involved in Politics (Glencoe, Ill.: The Free Press, 1959).

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[32] See Mohammed A. Douglah, "Factors Affecting Adult Participation in Educational Activities and Voluntary Formal Organizations" (Ph.D. dissertation, University of Wisconsin, 1965); Jack London, "The Influence of Social Class Behavior Upon Adult Education Participation," Adult Education Journal, 20 (1970):140-153; and Gwena Moss, "Factors Associated with the Educational and Organizational Participation of Adults of High and Low Educational Attainment" (M.S. thesis, University of Wisconsin, 1968).

[33] See Gene J. Cartwright, "A Study of Lay Motivations to Influence Public Schools" (Ph.D. dissertation, University of Wisconsin, 1971); H. Thomas James, "Politics and Community Decision Making in Education," Review of Educational Research, 37 (1967):377-386; P. F. Kleine, "Citizen Views of Big City Schools," Theory into Practice, 8 (1969):223-228; Carol Lopat et al., "Decentralization and Community Participation in Public Education," Review of Educational Research, 40 (1970):135-151; Marilyn Gittell, "Community Participation in Education," paper presented at the Teacher Corps Associates Conference on Community Participation in Education, University of Wisconsin-Madison, December 1974; Robert J. Havighurst, "Local Community Participation in Educational Policy-Making and School Administration," paper presented at the Teacher Corps Associates Conference on Community Participation in Education, University of Wisconsin-Madison, December 1974; and Barbara R. Hatton, "Community Control in Retrospect: A Review of Strategies for Community Participation in Education," paper presented at the Teacher Corps Associates Conference on Community Participation in Education, University of Wisconsin-Madison, December 1974.

[34] See Robert E. Agger and M. N. Goldstein, Who Will Rule the Schools: A Cultural Class Crisis (Belmont, Calif.: Wadsworth, 1971); James E. Cibulka, "Measuring Formal Citizen Participation in Educational Programs," Division Generator, 4 (Mimeographed, American Educational Research Association, Group G, March 1974); Laurence Iannaccone, Politics in Education; Donald A. McCarty and Charles E. Ramsey, The School Managers: Power and Conflict in American Public Education (Westport, Conn.: Greenwood Publishing, 1971); Michael Y. Nunnery and Ralph B. Kimbrough, Politics, Power, Polls, and School Elections (Chicago: Rand McNally, 1964); Odell and Carter, Project CAST, particularly vol. 2: Between Citizens and Schools, by Carter and Chaffee; and Wirt and Kirst, The Political Web.

Agger develops an analysis of issue-connected citizen participation in schools.[35] Much of his discussion is based on an earlier publication, The Rulers and the Ruled, a thorough analysis of political power and community politics in four communities.[36] One excellent bibliographer, Don Davies, lists eight categories of literature pertaining to educational participation by citizens: theoretical background; community action; school problems, school politics, community control and citizen advisory committees; community schools; administration and accountability; and guides for citizens.[37] This annotated bibliography indicates that a majority of the works are heavily normative and descriptive.

Project CAST, directed by Odell and Carter, relates demographic characteristics (age, sex, education, number of children, length of residence), participatory characteristics (direct participation, efficacy, informal exposure, interest in local affairs, interest in nonlocal affairs, and voting likelihood), and attitudinal characteristics (evaluation of local schools, pride in local schools, voting preference, and perceived economic condition) to a set of orientations defined as "parent orientation" and "citizen orientation."[38] Parent orientation is defined as high for people with children in schools, low for nonparents or parents of post-school children only. Citizen orientation is defined as high if a person has membership in at least one non-school organization. All characteristics are cross-tabbed against parent and citizen orientations.

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[35] Agger, Who Will Rule the Schools.

[36] Agger, The Rulers and the Ruled.

[37] Don Davies, Citizen Participation in Education: An Annotated Bibliography (New Haven, Conn.: Center for Study of Education, Institute for Social and Policy Studies, Yale University, 1973).

[38] Odell and Carter, Project CAST.

Odell and Carter explicate such participatory parameters as efficacy (the sense that an individual's participation influences policy), sources of interest, attendance at school events, talking with others about educational matters, attendance at school affairs, recent voting activities.[39] Significant roles are all parent-related: non-parent, post-school parent, private school parent, preschool parent, and the public school parent. While this project represents an extremely comprehensive school-community analysis, the general findings are highly role restrictive, do not seem to consider that different citizens may be involved in varied activities over a long period of time, and do not account for citizens moving in and out of educational participation activities depending on the many occurrences that normally affect citizen activity.

In Volume II of Project CAST, Carter and Chaffee conclude that citizen participation is very low: "to some extent, participation is lacking because a sense of efficacy is lacking . . . . Both (conditions) may well derive from a lack of open channels to the school."[40]

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[39] Carter and Chaffee, Project CAST: Between Citizens and Schools, vol. 2, pp. 68-94.

[40] Ibid., p. 92.

Further, "there is evidence that a commitment to parental interest exists for some of the citizens, who participate even though they feel little sense of efficacy."[41] In analyzing the broad category of nonparents, Carter and Chaffee suggest:

> Nonparents, a heterogeneous group, are difficult to characterize. They indicate more potential interest than the average, and a moderate level of efficacy, but are low in all kinds of participation--including voting. They appear not to take an interest and they rarely perceive such a role.[42]

Relegating nonparent participation to this minimal level may be somewhat illconceived, particularly when generalized beyond CAST's sample population.

Much educational participation literature focuses on groupings of individuals as the seminal participatory factor. While one might agree with Gittell that the potential participants in school policy formulation are similar across communities, while allowing for the differences in actual participation according to the "relative power of each in given circumstances," one need not limit the range of potential participants to such formal groups as the educational bureaucracy, teachers and teacher organizations, parents and parent organizations, specialized interest groups, selected officials, civic groups, the press, business organizations, and individual entrepreneurs "seeking the rewards of the school system."[43] The role of the individual can be considered apart from possible formal group membership which the individual may hold. While it is essential to be able both to assess the effects of participation and involvement and to determine the degree to which individuals and groups are capable of changing policy through appropriate use of power, resources, and values, it is equally important to develop an awareness of the basic parameters of educational participation such as those relating to kinds and levels of participation, types of participators, and profiles of these participators.

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[41] Ibid., p. 92.

[42] Ibid., p. 93

[43] Marilyn Gittell, "Professionalism and Public Participation in Educational Policy-Making: New York City, A Case Study," Public Administration Review, 27 (1967):238.

Demographic and Attitudinal Literature

Demographic Literature. Many participation studies have identified selected demographic variables, especially those relating to social status determination, as being of some value in demonstrating significant differences between and among groups. As identified below, Milbrath, in his excellent overview of political participation, and other researchers have established the relationship between demographic variables and the likelihood of participation.

(1) There tends to be a positive correlation between higher socio-economic status and increased likelihood of participation. Socio-economic status has three major components: educational level, income, and occupation. Each component separately is positively associated with increased likelihood of political participation.[44]

Wilkening and Huitt have reinforced the linkage between selected socio-economic variables and participation in partisan and nonpartisan elections (the latter type most often associated with educational voting activities).[45] They find that, while educational level appears to have little relation to voting in partisan elections, it does have some relation to voting in the nonpartisal election. These researchers speculate that perhaps participation in nonpartisan elections implies a greater commitment to participation in political affairs than does participation in partisan elections.[46] Further confirmation of the relationship between selected socio-economic variables and participation in specific educational activities such as adult education and voluntary activities is viewed in Moss and London.[47]

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[44] Milbrath, Political Participation, pp. 16, 120, 122, 124.

(2) The longer an individual lives in a community, the greater the likelihood of political participation. Whether a function of increased age, homeownership likelihood, or building trust, confidence, and knowledge on the part of the citizen, community tenure is positively associated with participation.[48]

(3) Participation peaks and levels off at the ages of 40-50; a gradual decline occurs above 60. Young and unmarried citizens tend to be least oriented to participation.[49]

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[45] E. A. Wilkening and Ralph K. Huitt, "Political Participation among Farmers as Related to Socio-economic Status and Perception of the Political Process," Rural Sociology, 26 (1961):395-408.

[46] Ibid., pp. 400-401.

[47] Moss, "Educational and Organizational Participation of Adults," pp. 132f; and London, "The Influence of Social Class Behavior."

[48] Milbrath, Political Participation, p. 133.

[49] Ibid., p. 135.

(4) Men are more likely to participate in politics than are women; however, this behavior may not hold for educational participation.[50] Carter and Ruggels find that perceived role responsibility for interest in school activities assigned to the wife by 72 percent of the sample, to the husband by only 3 percent of the sample.[51] Nonparents assigned virtually the same percentages of perceived role responsibility (i.e., the wife assigned by 66 percent of the sample; the husband, by 3 percent).

(5) Older studies have found that blacks participate in politics at a lower rate than do whites.[52] Currently, and in education, this general finding may not be accurate. With considerable social emphasis since the 1960's geared to instructing minorities on how to gain more influence in educational decision-making, and since the NAACP has held very strong educational opinions and has acted with some success to implement its ideology, black participation should be somewhat greater in 1976 than in 1954 relative to rates of participation.[53]

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[50] Ibid., p. 135.

[51] Carter and Chaffee, Project CAST: Between Citizens and Schools, p. 81.

[52] Milbrath, Political Participation, p. 138.

[53] See Agger, The Rulers and the Ruled, chapter 7.

The significance of demographic differentiations is well documented by Nie[54] and by Nie, Powell, and Prewitt.[55] Nie, in particular, focuses his research on income, educational level, occupational level, race, religion, sex, age, and community type.[56] He compares the types of participators with regard to their demographic characteristics and concludes that his seven types of participators differ in their social backgrounds as well as in their orientations. These differences are based on the analysis of paired groups, not on the isolation of variables that discriminate among all groups.[57]

As Milbrath suggests, the so-called "social position" or demographic variables are included in most political participation studies as a matter of "custom and convenience"; but, a related purpose, he adds, "is that social-position variables 'stand for' many of the attitudinal and personality variables . . . which are so difficult to measure . . . ."[58] These variables do not cause specific participation activity, but they "do form personalities, beliefs, and attitudes, which, in turn, do 'cause' (are requisite to) specific acts such as participation in politics."[59]

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[54] Nie, "Citizen Participators."

[55] Nie, Powell, and Prewitt, "Social Structure and Political Participation."

[56] Nie, Citizen Participators?, pp. 199-232.

[57] Ibid., p. 235.

[58] Milbrath, Political Participation, p. 110.

[59] Ibid., p. 110.

Carter and Odell discuss a number of these demographic variables; of paramount importance for educational participation is the parental status of a citizen. The existence of children in school is a clear motivational device to encourage citizens to participate.[60]

Attitudinal Literature. Examination of what Easton calls "personality" is assessed, in this study, through analysis of attitudes which have been shown to relate to overt behavior.[61] Almond and Verba utilize the term "political culture," by which they suggest the concept of "psychological orientation toward social objects"; in terms of the citizenry, political culture refers to the "political system as internalized in the cognitions, feelings, and evaluations of its population.[62] Nie, building on the Almond and Verba concept of political culture, identifies four political orientations common to all citizens:

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[60] Carter and Odell, Project CAST: A Summary, vol. 5, p. 10.

[61] For a detailed theoretical discussion see: Nigel Lemon, Attitudes and Their Measurement (New York: Wiley, 1973). Some concerns in analyzing attitudes are addressed in the following publications: Harold Berlak, "Values, Goals, Public Policy, and Educational Evaluation," Review of Educational Research, 40 (1970):261-278; Irving Crespi, "What Kinds of Attitude Measures are Predictive of Behavior," Public Opinion Quarterly, 35 (1971):327-334; D. Stanley Eitzen, "Social Class, Status Inconsistency and Political Attitudes," Social Science Quarterly, 52 (1971):61-75; William W. Rambo, "Attitude Measurement: The Problem of Predictability," Perceptual and Motor Skills, 30 (1970):43-48; Frank W. Schufletowski and Robert L. Reed, "Value Structure: Another Dimension to Attitude Measurement?" The Journal of Social Psychology, 82 (1970):127-129; David O. Sears, "Attitudes and Opinions," Annual Review of Psychology, 20 (1969): 253-288; Charles D. Ward et al., "Issue Saliency and Correspondence Between Measures of Attitude," Psychological Reports, 26 (1970): 587-593.

[62] Almond and Verba, The Civic Culture, p. 13.

(1) general interest, involvement, and attentiveness to politics and public affairs;
(2) skill and competence of citizens as political actors, defined both subjectively and objectively;
(3) orientation (positive or negative) toward political conflict and cleavage; and
(4) civic-mindedness, that is, the citizen's sense of duty to participate in public affairs and his evaluation of his contribution to the community welfare.[63]

Robinson, Rusk and Head, in Measures of Political Attitudes,[64] and Robinson and Shaver, in Measures of Social Psychological Attitudes,[65] do an excellent job of providing the researcher with a compendium of social, psychological, and political attitude scales. Among the questionnaires presented, are those which deal with political competency, political efficacy, political involvement, sense of duty, and general socio-political attitudes. In determining which scales could be of significant research value, Robinson et al. have ordered the listing and discussion of the instruments according to "their probable future research utility and to their ability to meet certain desirable standards."[66] They note that:

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[63] Nie, "Citizen Participators," chapter 5.

[64] Robinson, Rusk, and Head, Measures of Political Attitudes.

[65] John P. Robinson and Phillip R. Shaver, Measures of Social Psychological Attitudes, Appendix B to Measures of Political Attitudes, by Robinson, Rusk, and Head (Ann Arbor, Mich.: Survey Research Center, Institute for Social Research, 1969).

[66] Robinson, Rusk, and Head, Measures of Political Attitudes, p. 8.

> Terms like 'liberalism and conservatism' have had little meaning to most voters; only minorities have adequately defined these terms with regard to politics, which suggests the lack of an all-embracing ideological structure or frame of reference within which specific issues and events are viewed.[67]

The list of inconsistencies between liberalism and conservatism among all issues by groups can be explained, believe Robinson et al., by the varying biases toward issues among primary demographic, social, and political groups. They cite the value of viewing attitudes in terms of variables like level of education, socio-economic status, ethnic origin, age, sex, religion, and political party preference. They warn that research done on a mass level (especially regarding those samples of the Survey Research Center reflected in Campbell and Converse[68]) has "convincingly demonstrated that no such organizing dimension or ideological structure exists for most citizens."[69] While these measures remain suspect when applied to cross-sectional samples, they might be useful when "administered to more 'elite' segments of the population," that is, to those who are more active.[70] These authors note that many of the scales are out-dated, and that many have such sophisticated wording that the response validity may be called into question.

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[67] Ibid., p. 35.

[68] Campbell et al., The American Voter.

[69] Robinson, Rusk, and Head, Measures of Political Attitudes, p. 79.

[70] Ibid., p. 79.

Robinson et al. refer to Kerlinger's Social Attitudes Scale as containing easily understood language and as having laid the foundation for establishing his scale's homogeneity.[71] Kerlinger's use of liberalism-conservatism concepts has been applied analogously to his scale for measuring educational attitudes on a progressive-traditional set of factors.[72] Kerlinger finds these liberal-progressive and conservative-traditional factors, similarly in each case, to be separate factors rather than opposite poles of the same factor.

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[71] Ibid., p. 82.

[72] Some social scientists do not believe that most citizens have an identifiable pattern of political beliefs or attitudes; see Philip Converse, "The Nature of Belief Systems in Mass Publics," in David Apter, ed., Ideology and Discontent (New York: Free Press, 1964). Others, like Wilker and Milbrath, suggest that most people respond randomly to attitude items. Further, "careful observation rules out the possibility that most people organize their belief around a liberal-conservative continuum since items intercorrelate poorly"; see Harry R. Wilker and Lester W. Milbrath, "Political Belief Systems and Political Behavior," in Nimmo and Bonjean, eds., Political Attitudes, p. 43. Some social scientists believe that "accurate prediction of behavior from attitude measures is not possible with the techniques generally employed"; see Charles R. Tittle and Richard J. Hill. "Attitude Measurement and Prediction of Behavior: An Evaluation of Conditions and Measurement Techniques," in Nimmo and Bonjean, eds. Political Attitudes, p. 468. Still others, Like Lemon, view the explanatory role of attitudes as based on the assumption that they represent an independent determinant of behavior, along with social structural factors; Lemon argues that, while it may be more effective to predict attitudes from behavior, "the evidence does not indicate that all attitudes are the result of behavioral change, and the possibility that attitude can have a truly explanatory role in the social sciences still remains." See Nigel Lemon, Attitudes and Their Measurement (New York: Wiley, 1973), p. 245.

Selected indices in this dissertation represent an attempt to ascertain the progressive or traditional bias of each individual toward educational, political, and social questions. Adapted from Kerlinger's educational values scale,[73] Milbrath's political attitude scale,[74] Bosworth's community attitude scale,[75] Kerlinger's social values scale,[76] and incorporating questions from other pertinent instruments, the developed attitude indices may be helpful in the assessment of differences between types of participators.

Kerlinger has found that the progressive-traditional dualism most effectively describes educational attitudes; Bosworth mentions that his scale lends itself to progressive-traditional analysis; and Milbrath's questions can be viewed from progressive-traditional perspectives. According to Kerlinger, progressive and traditional attitudes may be described as follows:[77]

(1) Educationally progressive attitudes are associated with permissiveness, independence, and autonomy, and they have a problem-solving emphasis, with a corresponding de-emphasis of subject matter and

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[73] Kerlinger, "Factor Invariance"; "Progressivism and Traditionalism"; "Factor Analytic Variation"; and "First- and Second-Order Factor Structures."

[74] Robinson and Shaver, Measures of Social Psychological Attitudes, pp. 396-401.

[75] Robinson, Rusk, and Head, Measures of Political Attitudes, p. 392.

[76] Ibid., pp. 98-101; see also Kerlinger, "Social Attitudes."

[77] Kerlinger, "Progressivism and Traditionalism."

knowledge. Progressive attitudes view education as growth and as being both child-centered and need-centered; these attitudes stress equality and warmth in interpersonal relationships, internal discipline, and regard education as an instrument of social change. Politically and socially, progressive attitudes are associated with liberal, change-oriented beliefs and view morality as based on social and individual responsibility.

(2) Educationally traditional attitudes are associated with restrictiveness, dependence, and heteronomy. There is a narrow and practical educational viewpoint emphasizing subject matter, impersonal superior-subordinate relationships (which are hierarchical in nature), and external discipline. Politically and socially, traditional orientations are associated with conservative, status quo preserving beliefs and view morality as based on external "higher authority."

Kerlinger, in his continued research efforts on this dualism, published a report in 1970 indicating his two factors of liberalism and conservatism "are reliable and valid measures which appear to be relatively orthogonal dimensions of general social attitudes."[78] This study offers further challenge to the prevailing concept of a unidimensional, liberal-conservative, bipolar continuum.

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[78] Kerlinger, "A Social Attitude Scale," p. 379.

Significance of the Study

The significance of this study lies in its empirical examination of the nature of educational participation. It represents a meaningful step in formulating a conceptual framework of educational participation and in operationalizing the implications of that framework. This study assumes that participation influences the school system's authoritative allocation of values, resources, and power. In the language of systems analysis, the research is "attempting to isolate the alternative mechanisms used by citizens to input demands, and, in so doing, . . . will be positing as well a description of various different kinds of demand makers."[79]

The conceptual framework of educational participation will reenforce the assumption that such activity is not limited to parents or to specific formal organizations (as suggested by the literature), but that educational participation, to a significant degree and contrary to the implications of the literature, is diffused widely across a sample population. That is to say, while the percentage of the citizens under study who perform any single act may be small, the total percentage who participate in educational activity in some manner across a relatively differentiated set of educational activities is substantial. This dissertation will show that community members seem to specialize in different kinds of activities, and that they do cluster to form identifiable groups of participators.

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[79] Nie, "Citizen Participators," p. 3.

Utilizing a conceptual framework developed by Verba and Nie, this thesis will identify modes of educational activity which comprise separate acts of participation normally available to citizens.[80] These conceptual modes will be compared with the experimental data gathered from this sample; adjustments will be made as warranted in order to identify education-specific modes of participation, from which a typology of types of educational actors will be derived. Finally, the research effort will attempt to profile types of participators based on their patterns of participation, demographic characteristics, and attitude variables.

Future refinements of this analysis will enable administrators to determine the participatory characteristics of their communities and to describe how various segments (empirically identified) of the community activate their potential participatory abilities. Through further examination of community variables like size, socio-economic complexity, demographic make-up, school structure, and through interviews with community leaders and a cross-section of the community, an administrator could map the distribution of educational participation and compare issues important to leaders with issues felt to be significant by community constituents of the educational system.

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[80] Verba and Nie, Participation in America.

Summary

The following chapters will explain the design and methodology utilized in the dissertation (chapter II), assess the findings (chapters III, IV, and V), and discuss the conclusions and implications (chapter VI).

Chapter II will examine research design topics related to the conceptual framework, the definition of principal concepts, and the research questions. In terms of methodology, the areas of data collection, data reduction and analytic techniques, and study limitations will be addressed.

Chapter III is part one of the analysis of findings. This section will cover the background of the study, the sample, analysis of rates of educational activity, identification of modes of participation, and derivation of the types of participators.

Chapter IV, part two of the findings, will discuss the primary personal variables of educational awareness, orientations toward participation, general attitudes, and demographic variables. This chapter will provide the summary profile of educational participators based on these variables.

Chapter V, part three of the findings, will identify those variables which appear best to discriminate among the types of participation.

Chapter VI, the conclusion of the dissertation, will recapitulate the study and will discuss the future development of the questionnaire, present an overall assessment of the conclusions, and identify future research needs.

CHAPTER II

DESIGN, METHODOLOGY, AND LIMITATIONS

This chapter deals with the primary research components of design, methodology, and limitations of the study. As exploratory research, this study can be expected to search for significant variables in the field situation, to discover relations among identified variables, and to lay the foundation for systematic and rigorous testing of hypotheses.[1]

Under the rubric of "design," the conceptual framework relates the actualized educational participation of an individual to the overarching micro-environment of an individual's own activity and predispositions and to the macro-environment of society as a whole; principal concepts are explained to provide conceptual and methodological consistency and coherence; and the key research questions have been identified. The dual purposes of conceptual and instrument development are grounded in an analysis of the empirical nature of educational participation.

In terms of "methodology," the most significant aspects of approach include instrumentation, sample selection, interviewer training, data collection, coding and indexing of data, and data analysis.

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[1] Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, & Winston, 1964), p. 388. See also Laurence Iannaccone and Frank W. Lutz, Understanding Educational Organizations: A Field Study Approach (Columbus, Ohio: Merrill, 1969).

The chapter concludes with a discussion of concerns and limitations affecting the inferential utility of the study.

Design

Conceptual Framework

The attainment of useful information about educational participation depends upon the development of an appropriate conceptual framework. The conceptual framework, as an analytic tool, suggests relationships among the various elements of an educational system. The assumption of these relationships implies that the interrelated parts of the system cohere, and that "the parts of the process are mutually dependent and therefore any change in one part will influence the rest of the system."[2] While the elements identified for analysis are assumed to be functionally interdependent, the researcher may consider them in isolation from other variables; reality must be simplified for reasonable analysis to proceed.

The framework outlined in Figure 2-1 depicts macro- and micro-dimensions of the educational system. As conceived by Dreyer and Rosenbaum, participation is viewed as a set of individual and collective events.[3] Figure 2-1 shows the overall dominance of the macro, or societal, system. Within the macro system lies the series of micro situations which, when summed over a total community, become the actualized collective participatory output.

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[2] Easton, The Political System, p. 291.

[3] Dreyer and Rosenbaum, Public Opinion and Behavior, pp. 16-30.

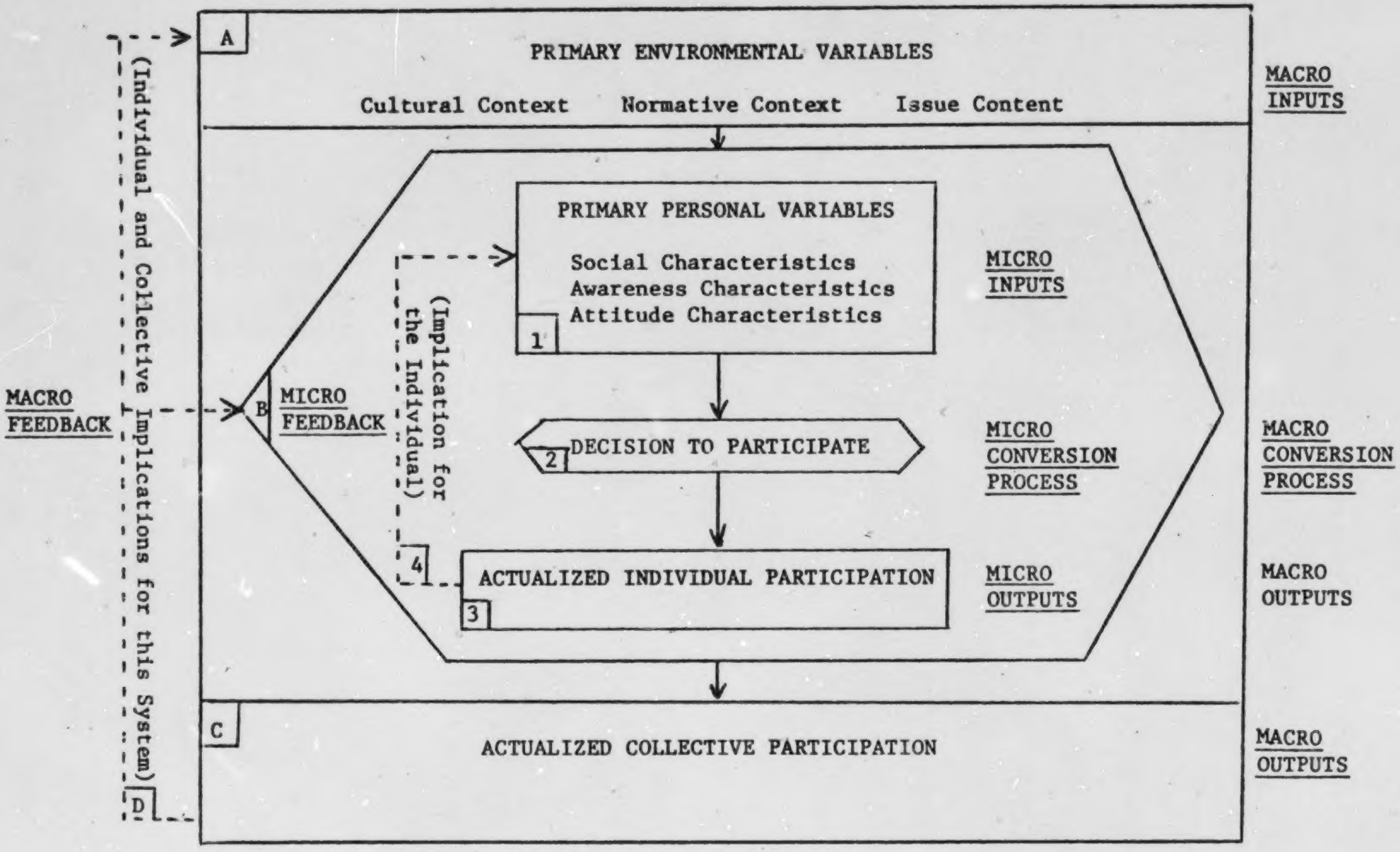
A
PRIMARY ENVIRONMENTAL VARIABLES
Cultural Context
Normative Context
Issue Content
MACRO INPUTS
PRIMARY PERSONAL VARIABLES
Social Characteristics
Awareness Characteristics
Attitude Characteristics
1
MICRO INPUTS
MACRO FEEDBACK
(Individual and Collective Implications for this System)
B
MICRO FEEDBACK
(Implication for the Individual)
2
DECISION TO PARTICIPATE
MICRO CONVERSION PROCESS
MACRO CONVERSION PROCESS
4
ACTUALIZED INDIVIDUAL PARTICIPATION
3
MICRO OUTPUTS
MACRO OUTPUTS
C
ACTUALIZED COLLECTIVE PARTICIPATION
MACRO OUTPUTS
D

Figure 2-1. Participation as an Individual and Collective Event.

The primary environmental variables (Box A) represent the social context affecting the citizen's perceived wants and needs, which themselves are associated with the primary personal variables (Box 1) on the micro level. These environmental variables relate to the cultural context, the normative context, and the issue context. The cultural context can be said to have economic aspects,[4] political aspects,[5] social aspects,[6] and educational aspects.[7] The normative context regards the systemic and societal economic, political, social, and educational value sets affecting schools. Finally, the issue context relates to the systemic and societal economic, political, social, and educational issue conflicts affecting schools.

The environmental variables assert themselves on each individual citizen. Moreover, it is at the individual, or micro, level that the macro conversion of situation and behavior into actualized participation occurs. Box B, the macro conversion process, is conceptualized in terms of one citizen. The individual reflects selected primary personal variables (Box 1).[8] These variables include social characteristics (demographics), awareness characteristics (conflict awareness, leadership awareness, and issue awareness), and attitude characteristics (general political, social, and educational attitudes as well as specific orientations toward participation including sense of interest, sense of duty, and sense of efficacy).

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[4] Such as structure of community wealth, type of educational financing, property tax rate, and availability of economic resources for educational use.

[5] Such as structure of the political system, electoral variables, and degree of community involvement in governmental decision making.

[6] Such as community social structure and the existence of dominant factions and groups.

[7] Such as school system structure, educational regulations, educational information promulgation, and community involvement in educational decision making.

The individual's decision to participate (Box 2) makes up the micro conversion process whereby the inputs are transformed into outputs. The felt wants and needs are made conscious and weighed in light of many competing personal and environmental variables; here the wants and needs are transformed into demands which will be articulated through the decision to participate, demands to be articulated by actualized educational participation (Box 3). For the individual, the actualized participation becomes the micro output portion of the micro system's framework.

Wants are described by Easton as referring to "expectations, options, motivations, ideology, interests, and preferences out of which demands arise or by which demands are shaped."[9] Both the primary environmental variables and the primary personal variables constitute the "input" segments of the macro and micro systems. Within the individual as well as within groups, competing wants and needs are screened into demands; some magnify in importance, some disappear, some are modified or combined with other demands. At some point, demands, defined as "an expression of opinion that an authoritative allocation with regard to a particular subject matter should or should not be made," are aggregated into a decision to participate;[10] these decisions affect the outcome of authoritative allocations of values, power, and resources. The congregation of many individual demands, expressed through selected kinds of participation, creates "issues" which themselves are "reduced" or chosen for articulation by a larger, more influential unit such as school administrators, political parties, opinion leaders, elites, and/or interest groups. The demands become articulated through the actualized collective participation (Box C).

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[8] Many of these variables have been investigated in some detail by Verba and Nie in Participation in America.

[9] Easton, Systems Analysis, p. 75.

Within the micro system, feedback from actualized individual participation (Box 3) suggests implications for the individual (Box 4) and impacts upon selected primary personal variables, hence on future decisions to participate and to effect participation. At the macro level, actualized collective participation (Box C) focuses the macro feedback network (Box D). This network has two primary directions: (1) from actualized educational participation (Box C) to the entire micro system (Box B), whereby individual participatory processes may be affected by actualized individual and collective participation, thus influencing his future propinquity to participate in educational activities; and (2) from the actualized collective participation (Box C) to the primary environmental variables (Box A), whereby individuals acting together can affect the system's educational context so that the direction of future collective participation may change. The individual and collective implications for the system (Box D, macro feedback) can relate to such educational aspects as institutionalization of educational innovations, educational recruitment, school board elections, educational expenditures, and specific public educational policies.

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[10] Ibid., p. 38.

In summary, the framework describes the circle of influence commencing with those primary environmental variables comprising the macro environment in which individual and collective activities transpire. It is this societal and systemic environment which socialized the citizen and greatly influences behavioral aspects of the micro segment of the system. The primary personal variables make up the micro environment in which individual educational activity is finally determined. The macro and micro worlds intermix to affect each individual decision to participate, from which actualized educational participation derives. The actualized participation may affect the individual's future activity as well as lead to collective implications for the educational system. The feedback from the collective implications to the macro and micro environments completes the circle of interactions.

The collective implications, which are the aggregate output ramifications, can be conceptualized as "mandates" articulated to the macro environment. Mandates have been described as the collective influence which several critical issues have in changing policy.[11]

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[11] See Iannaccone, Politics in Education.

While beyond the scope of this research to investigate the mandate formation process, it may be that mandates have status quo goals as well as revolutionary ones; thus the existing status of allocation of values, resources, and power in the educational system may be upheld or changed--depending upon the nature and extent of the collective implications. What happens to these output implications and how they result in new policy formulations by the decision makers of the educational system depend upon the styles of policy formulation, the styles of decison-making, and the styles of policy accommodation utilized within the system.[12]

In the conceptual framework, the "educational situation" involves activity relating to the authoritative allocations of values, power, and resources, regardless of how directly this activity is related to decision-making procedures of the educational system.[13] There are a number of variables related to the individual which presumably influence how he acts. Here the Easton discussion of the "behavioral," or psychological, data is somewhat broadened to become the primary personal variables, including general attitudes, specific participatory attitudes (duty, efficacy, interest), educational awareness, and peripherally, selected demographic variables.

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[12] Researchers may find that an educational culture, similar to references regarding civic or political culture, exists which significantly distinguishes the crucial macro and micro variables of the educational system from those variables of the political system.

[13] The "educational situation" is similar to the political "situation" described by Easton in The Political System, p. 192.

The determinants of action are varied. This general framework suggests that the actions and dispositions of others in the environment and the disposition of the citizen himself are important influences in leading the individual to make a decision to participate in an educational activity. This research is focused on generalizing the relationship of the individual citizen to other citizens through determining types of participators--clusters of citizens who participate similarly--to produce a profile of these like-acting citizens in terms of the expanded personal data (attitudes, awareness, demographic detail).

In summary, the activity and predispositions of other citizens (macro environment) affect the predispositions and the activity of the individual citizen (micro environment); and the individual's own activity and predispositions feedback to influence the future activity of others and of his own.

Principal Concepts

In order to achieve conceptual and methodological consistency and coherence, the following explanations are important.

Educational system. The educational system is an organization of school-oriented functions designed to deliver educational services pursuant to the demands of the state and the needs of citizens and their children. For this study, the educational system is an identifiable subunit of a school district. For the pilot study, the educational system from which the sample was drawn is a suburban school district composed of white, middle class, relatively well-educated citizens. For the primary research study, the educational system from which that sample was drawn is a discrete portion of a rural county school district composed of a very heterogeneous population.

Units of data gathering and analysis. The unit of data gathering refers to the level and type of source from which data is derived, and the unit of analysis pertains to the independent variable to which data will be related. The operational unit of data gathering is the individual citizen of the magisterial district who is registered to vote. The unit of analysis is the groups of participators to which individuals are assigned based on patterns of educational activity.

Educational participation. Educational participation is defined as that activity engaged in by citizens which may influence the selection of educational leaders and the decisions they make, the level and quality of educational services in the community, and the characteristics of communication between home, school, and community.

Frequency of participation. Frequency or rate of participation is defined in terms of amounts of educational participation related to individual citizen activity. Overall frequency of participation can be computed for each individual both within as well as across kinds of participation.

Kinds of participation. The various kinds of participation are defined in terms of modes of activity. The primary modes of educational activity are distinguished by the "kinds of messages they can and cannot carry, and the circumstances in which they are performed,"[14]

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[14] Nie, "Citizen Participators," p. 2.

The Nie study identifies several modes of political participation around which individuals cluster. This dissertation has isolated educational activity clusterings so that a typology could be constructed which effectively differentiates types of educational actors on the basis of their modes of educational participation. The modes of participation must be significantly different in the manner in which they relate each individual to his educational system, in the benefits (public and private outcomes) which may be received, and in the way different participatory situations are identified.[15]

The initial typology used here is developed from Nie's political involvement model, which identifies voting, campaign, particularized contacting, and communal modes of activity:[16]

> Voting, the casting of ballots at the polls, is a legally determined activity, with the time and place requirements set by law; voting activity may be conflictual in nature, with a broad socially-oriented outcome, one requiring little intitative.
>
> Campaign activity, citizen involvement in supporting issues, candidates, and bonds, allows the citizen to increase his influence over the electoral process (votes, candidates, issues); campaign activity is conflictual in nature, with a broad socially-oriented outcome, requiring some initiative.

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[15] Ibid., p. 20.

[16] Ibid. See also Verba and Nie, Participation in America, p. 76.

Communal activity, those activities influencing broader social issues in the community, deals primarily with group activities; while the activity is or may be initiated by an individual, it may occur at any time and regarding issues concerning a specific group or relating to the larger society; communal activity is usually nonconflictual, and it requires a moderate amount of individual initiative.

Particularized contacting, those activities related to influencing outcomes on issues related to the citizen or his family, describes those individually initiated activities in which participation is determined in timing, target, and content by each citizen; particularized contacting is relatively nonconflictual, relates to highly individual-specific objectives, and requires considerable individual initiative.

These modes of political activity are not directly applicable to educational activity; the data relating to this dissertation demonstrates the existence of slightly different modes of educational activity.[17] Nevertheless, the Verba and Nie framework provides a sound basis from which to initiate research in the field of educational participation.

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[17] See chapter III for a discussion of educationally oriented kinds of participation: electoral, parochial, cooperative, and dynamic modes.

Types of participators. Types of participators are defined as clusters of individuals who specialize in particular kinds of educational activity. These clusters are sets of individuals whose overall patterns of educational participation are similar in terms of both the amount and the kind of activity they perform.[18] This formulation becomes a listing of the types of educational participators by which individuals may be classified; such data has been derived empirically and has been constructed from the data. Somewhat different categories of participators have been derived from the data; however, the formulated definitions follow those patterns of participatory behavior outlined by Verba and Nie:[19]

> Inactives rate low on all four modes of participation. They are involved in no activity. Nie has found this group to be lacking interest, efficacy, and awareness; lower socio-economic groups, blacks, women, older and younger citizens are all over-represented in this type of participant.
>
> Voting Specialists rate high in frequency of voting, but they participate very little in other activities. From a political point of view they have strong party identification, otherwise they lack interest and awareness. Lower socio-economic groups and older citizens are over-represented.

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[18] Verba and Nie, Participation in America, p. 76.

[19] See chapter III for a discussion of educationally oriented types of participators: inactives, voters, citizens, parents, and activists. Refer to Nie, "Citizen Participators," p. 117; and to Verba and Nie, Participation in America, pp. 116-121.

Parochial participants contact leaders on particularized issues, but are otherwise fairly inactive. This type of participant has some sense of efficacy and awareness; lower socio-economic groups are over-represented; blacks are under-represented.

Communalists are not involved in campaigns, but do vote regularly; they contact officials on social issues and cooperate with others to contribute to the community; this type of participator has a high sense of efficacy, awareness, and interest. Upper socio-economic levels are highly over-represented; blacks are under-represented.

Campaigners are very active in campaigns and vote frequently. This type of participant is very involved, interested, with a high sense of efficacy and awareness; however, there is little sense of community contribution. Upper socio-economoc groups and blacks are over-represented.

Complete Activists are active in all modes of participation, and they are involved, interested, and have a well-developed sense of efficacy and awareness. This group of participators finds over-representation of upper status groups; older and younger citizens are under-represented.

Primary personal variables. The primary personal variables are defined as those demographic characteristics and attitudes which may significantly relate to educational activity. While the various modes of educational participation are utilized to define more precisely the participatory situation as well as to identify the types of those individuals who engage in different kinds of activity, an analysis is made of the demographic and psychological orientation of individuals as these variables relate to the types of educational participators. The primary personal variables may be significant in their ability to detail how and to what degree (direction and/or intensity) individuals who participate in different ways differ in their sense of awareness, attitude orientations toward participation, and generalized political, social, and educational attitudes measured on traditional and progressive indices. Given his political research, Nie has found that the various types of participators do exhibit different social characteristics. From the collected educational data, future researchers may determine whether individuals who concentrate their participatory efforts on different activities are predisposed so to do through causal relationships to configurations of primary personal variables.

Primary personal variables relating to a citizen's demographic, awareness, and attitude characteristics include the following:

> Social characteristics focus on such demographic variables as sex, age, income, occupation, educational, racial, and parental status of the individual.
>
> Awareness characteristics include variables designed to determine an individual's recognition of educational conflict, ability to identify important local educational leaders occupying formal positions in the educational system, and awareness of current educational issues.

Attitude characteristics focus on (1) a citizen's expressed sense of interest and evaluation of degree of participation, (2) the degree to which a citizen senses an obligation to participate in educational activities, (3) the degree to which an individual believes that his/her activity can influence educational decisions and change, and (4) the degree of progressive or traditional response which an individual may have on political, educational, and social attitudes.[20]

Research Questions

This study seeks to develop and to refine an instrument which identifies some significant parameters of citizen participation in educational systems. The instrument, which relates to that portion of the general conceptual framework illustrated in Figure 2-2, Micro Environment of Educational Participation, does not determine how or why the decision to participate is reached; the existence of that decision is assumed from the actualized participation.

The questionnaire developed for this study is designed (1) to determine frequency of participatory acts; (2) to aid in the construction and validation of a typology of modes of educational participation; (3) to identify types of educational participators operating in a community; (4) to relate personal variables to types of educational participators, and (5) to profile the types of participators.

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[20] See chapter 1 for an explication of progressive and traditional beliefs.

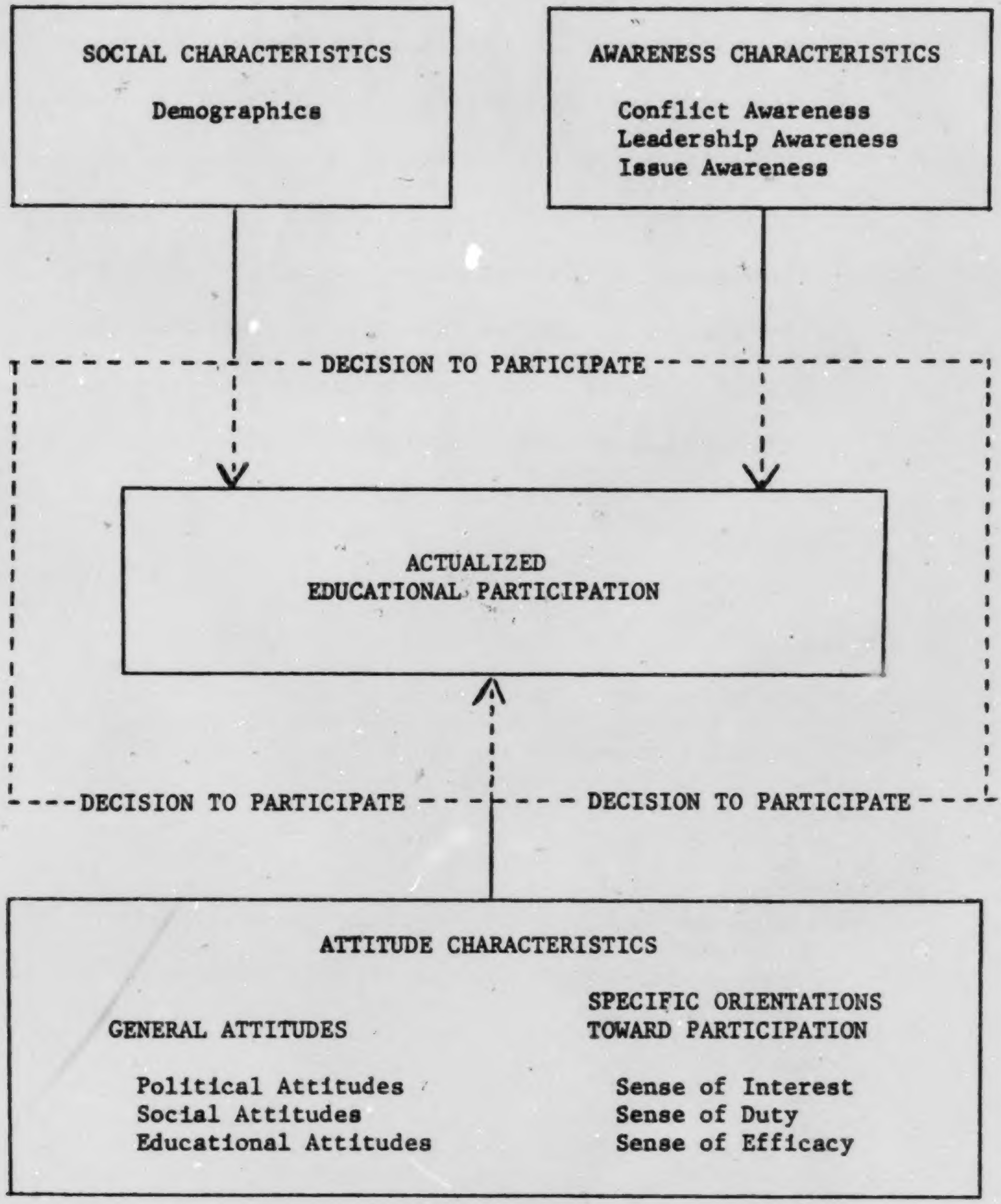
SOCIAL CHARACTERISTICS
Demographics
AWARENESS CHARACTERISTICS
Conflict Awareness
Leadership Awareness
Issue Awareness
DECISION TO PARTICIPATE
ACTUALIZED
EDUCATIONAL PARTICIPATION
DECISION TO PARTICIPATE
DECISION TO PARTICIPATE
ATTITUDE CHARACTERISTICS
GENERAL ATTITUDES
Political Attitudes
Social Attitudes
Educational Attitudes
SPECIFIC ORIENTATIONS
TOWARD PARTICIPATION
Sense of Interest
Sense of Duty
Sense of Efficacy

Figure 2-2. Micro-Environment in Which Individual Educational Activities are Developed.

Where, in the data analysis, it has been found that conceptual types of participators and modes of participation differ from the empirical data, a "simultaneous adjustment" process has been undertaken to substitute the empirical findings for the conceptual ones, thus permitting the research to continue in a more useful manner. The specific problems directing this research are as follows:

1. Can educational activities be grouped into identifiable modes of participation?
2. Can types of participators be identified according to similar patterns of educational participation based on kinds of individual activity and on individual frequency of activity?
3. How do political attitudes (traditional and progressive dimensions) vary with types of participators?
4. How do social attitudes (traditional and progressive dimensions) vary with types of participators?
5. How do educational attitudes (traditional and progressive dimensions) vary with types of participators?
6. How do orientations (attitudes) toward educational participation vary with types of participators?
7. How does educational awareness vary with types of participators?
8. How do selected demographic measures vary with types of participators? These measures include: length of district residence, sex, occupation, racial identification, age, income level, parental status, parent of school-age child, and educational attainment level.

Procedurally, it was determined that the most useful way to test the content validity of the questionnaire was to conduct a pilot study on a relatively small sample. Subsequently, and in order to collect the data related to the above listed problems, a complete field study was undertaken which employed the refined questionnaire.

Methodology[21]

Instrumentation

The original draft of the questionnaire was created on the basis of research and subjective decision regarding valid questions. The three primary categories of the questionnaire--background data, participation data, and general attitude data--contain all the questions pertinent to the indices being developed to analyze participation and correlated variables. The pilot testing process was designed to (1) content validity of questionnaire measures, (2) readability of the questions, (3) respondent comprehension of the questions, and (4) interviewing techniques such as the use of flash cards, methods of recording answers to questions, introductions, and explanations of research.[22]

Pilot instrument. In the summer of 1974, thirty-six citizens, who resided in a suburban school district of Madison, Wisconsin, were selected for this pilot exercise. These subjects were selected on the basis of known level of involvement in educational activities and through nominations from subjects interviewed. These techniques are subprocesses of the reputational technique in that the set of names were listed by several individuals as they knew citizens personally as they saw names of citizens appear in the local newspaper in a manner indicating interest in community affairs, and as respondents themselves volunteered names of interested and active citizens.

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[21] Some of the additional references found to be helpful in developing the methodology for this study are: E. R. Babbie, Survey Research Methods (Belmont, Calif.: Wadsworth, 1973); Charles H. Backstrom and Gerald D. Hursh, Survey Research (Evanston, Ill.: Northwestern University Press, 1963; William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill, 1952); and V. Selltiz et al., Research Methods in Social Relations, Revised ed. (New York: Holt, 1959).

[22] See the section in this chapter entitled "Coding and Indexing" for a discussion of reliability testing.

An original list of citizens was created in which subjects were apportioned judgmentally along the lines of the Verba-Nie typology: six activists; six campaigners; six communalists; six parochial participants; six campaign specialist; and six inactivists. Ultimately, five of six designated activists, campaigners, and voting specialists provided completed interviews; all six designated communalists and parochial participants provided completed interviews; and three designated inactivists provided completed interviews.

Thirty of the original thirty-six respondents completed the interview questionnaire.[23] Sixty-four additional nominations were provided by the respondents; of the sixty-four, twenty-three of the nominees had already been contacted. Eliminating those already contacted, nine names were randomly selected for interviewing; of these potential respondents, seven were contacted and four of those seven provided completed interviews.[24] In total, thirty-four completed interviews were secured.

Of the original list of nominees, 83 percent (30 citizens) provided completed interviews; of the total nominations by respondents,

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[23] One provided an interview following data processing; one was out of town; four were uninterested and/or did not wish to become involved.

[24] Two were apparently preparing to leave for vacations; one was not interested in becoming involved.

47 percent (30 citizens) were contacted originally or subsequently. Forty-five percent (34 citizens) of the total sample (76 names) completed the interview.

Following a mailed introductory letter, all respondents were contacted by telephone, at which time arrangements were made for a forty-five minute face-to-face interview at a time and place of mutual convenience. Persons contacted were informed that the purposes of the study were: to assess the kind of contact people have with their community school system, and to relate the kind of contact people have with schools to their ideas on a broad range of concerns. People interested in further explanation were informed of the specific research objectives. The school district superintendent was informed of the study and, while no endorsement was sought, his interest was evident and his awareness such that he would be able to discuss the purposes of the study. The questionnaire utilized for the pilot study is included as Appendix A. Listing of the changes that resulted from the pilot study are outlined in Appendix B.

The pilot testing of the instrument proved to be valuable. The length of the questionnaire, and hence the interview itself, was reduced; confusing questions, especially in the attitude questions, were identified and reworded or eliminated. Errors in questionnaire format, especially in the participation section, were detected; better interviewer techniques with clearer flash cards, answer choices, and issue concerns were developed. The researcher familiarized himself with the first-hand reactions of respondents to the questionnaire. Confidence in the instrument was increased as a result of fine cooperation, good interest, clear responses, demonstrated breadth and depth of educational activity, and the development of a more refined questionnaire.

Research Instrument

As a result of the information gained from the pilot test, it was felt that a reasonable instrument had been developed which would be able to secure the needed data in an effective and efficient manner. The finalized instrument is included as Appendix C, and the coding information is found in Appendix D. The three primary sections of the finalized version of the questionnaire are detailed below.

Section I, Background Data. Section I represents personal data measures drawn from Milbrath and Odell and Carter, educational system awareness items adapted from Nie, and orientation toward participation attitudes drawn from Campbell and Odell and Carter.[25]

> Demographic measures have been considered important to citizen profiling. Stratification and analysis of sample populations by occupation, income, and educational level has constituted a recognized analytical exercise; in addition, the relationship between socio-economic variables and frequency of participation has been much discussed.[26]

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[25] See Milbrath, Political Participation; Odell and Carter, Project CAST; Nie, "Citizen Participators"; and Campbell et al., The Voter Decides.

[26] See Milbrath, Political Participation; and Nie, Powell, and Prewitt, "Social Structure."

Educational awareness represents a simple summed rating for each respondent; it covers six questions.[27] These questions probe a citizen's awareness of conflict (Question 11), awareness of educational leaders (Questions 12-15), and awareness of any educational issues in the community (Question 16). This generalized "knowledge" variable relates to what Nie describes as an indicator of citizen skill and competence.[28] The additive index is from 0 to 6, and it represents an individual's awareness rating.

The basic philosophy behind this composite awareness index is the need to relate some measure of systemic knowledge to the mode and frequency of participation. Unlike the Nie measures, questions of conflict awareness in this study do not deal with the predispositions of individuals towards political conflict, but instead indicate only whether individuals are aware of questions that are being discussed; the open-ended portion serves to check the respondent's affirmative knowledge of conflict, although most responses tended to identify groups by issue rather than by name. The responses are dichotomized (see Appendix D).

Leadership awareness or familiarity deals with the recognition of the administrator holding the position of superintendent of the county school district, principal of the county high school, principal of the local junior high school, and principal of the local elementary school. Responses are dichotomized (see Appendix D).

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[27] The seventh question, regarding assessment of schools providing sufficient information, resulted in ambiguous answers which were not suitable for inclusion in this index.

[28] See Nie, "Citizen Participators," p. 129. Milbrath, in Political Participation, also draws the relationship between knowledge--or information--and participation.

Issue awareness is ascertained through Question 16: "are you aware of any questions about school policy or educational services that are being talked about by your friends or by people in your community?" If "yes," interviewer should probe for details. This generalized question provides additional information indicating the extent of the respondent's knowledge, through conversation, involvement, or contact with the mass media, about educational concerns in the community.

Orientation toward participation attitudes composite index consists of questions assessing "current interest in school matters" (Question 18), "ideal level of participation in school affairs" (Question 19), "civic obligation or duty to participate" (Questions 20-22), and "perception of influence of individual activity upon educational decisions" (Questions 23-25). All responses are dichotomized (see Appendix D). A simple additive index, from 0 to 8, is created which represents an individual's orientation toward participation.

Section II, Modes of Educational Participation Index. Section II relies on Nie's typology of citizen activity, delineates questions regarding the modes of voting, campaign, individual (particularized) contacting, and cooperative (communal) activities. The index is designed to provide data for all research questions dealing with participation activities. While the activities were preselected according to the Nie conceptual framework, the use of R-mode factor analysis was used to determine the adequacy of the conceptual model and, where differences occurred, a new empirical model of participatory modes was constructed. All answers are dichotomized (see Appendix D).

Question 18, regarding respondent's membership in local educational groups and organizations, is reduced to "0" for "rarely active," "inactive," or "not active" memberships; "1" is given for one or more active memberships ("active" means "frequently or occasionally active").

Question 19, regarding respondent's membership in other local groups, which become involved in educational problems, is similarly scored.[29]

In all, twenty-seven educational activities which might influence decision making are included for subject response. A Q-mode factor analysis based on the empirical modes, determines types of participators as based on similar kinds and amount of educational activity.

Section III, General Attitudes. Section III consists of six indices of political, social, and educational statements each grouping of which is imbedded in progressive and traditional dimensions. The

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[29] Some ambiguity resulted from the placement of selected activities. The NAACP, for example, was often listed in Question 18 rather than in the more appropriate Question 19. The researcher's judgment determined whether a community/county/national membership should be listed, transferred, or eliminated.

educational questions are drawn from Kerlinger[30]; and the social and political questions are drawn from Milbrath, Bosworth, and Kerlinger.[31] The segregation of attitude items into educational, social, and political segments is somewhat arbitrary. Generally, the educational questions are concerned with school norms and activities; social questions focus on community and societal norms and activities; and political questions deal with governmental norms and activities.

In relating general attitudes to types of participators, ten progressive and ten traditional political attitude questions, ten progressive and eleven traditional social questions, and eleven progressive and eleven traditional educational questions were constructed with Likert type (5-point) response choices. To minimize the overuse of the "uncertain" or neutral category, the flash card given each subject did not include that category; however, when a respondent did not know how to respond to a question, or when the respondent refused to answer, the interviewers were instructed to enter that response into the "U," or uncertain, column. Each respondent receives an overall progressive and traditional summed rating as well as separate political, social, and educational progressive and traditional ratings.

It has been assumed that several types of personal data may relate to the degree and kind of educational activity undertaken by a citizen: demographic information, sense of awareness, attitudes toward participation. Finally, the data permits the examination of general political, social, and educational attitudes (determined on a progressive-traditional set of dimensions) in light of the types of participators identified by the data analysis procedures.

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[30] See Kerlinger, "Progressivism and Traditionalism"; "The Construction and Factor Analytic Validation of Scales"; and "Factor Invariance."

[31] See Robinson, Rusk, and Head pp. 705-709 for "Inputs to the Political System (Milbrath, 1968); pp. 392-395 for "Community Attitude Scale"(Bosworth, 1954); and pp. 98-101 for "Social Attitude Scale" (Kerlinger, 1963. See also Kerlinger, "Social Attitudes."

Reliability

In assessing the ability of the questionnaire to measure characteristics accurately, some technique to evaluate reliability is required.

Program TSTAT, utilizing coefficient alpha, determines the reliability of the various indices.[32] According to J. C. Nunnally:

> . . . coefficient alpha is a very important formula in the theory of reliability. It represents the expected correlation of one test with an alternative form containing the same number of items. The square root of coefficient alpha is the estimated correlation of a test with errorless true scores.[33]

The alpha coefficient estimates reliability based on the average correlation among items in a test (i.e., determines internal consistency) and on the number of items in the test. Program TSTAT deals effectively with Likert as well as dichotomous indices.

Validity

As reliability reflects the internal consistency of the indices, so factor analysis helps to reflect the degree to which the indices actually measure what they purport to measure. Program BIGFACT was utilized to study the interrelationships among variables related to a particular index.[34]

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[32] Program TSTAT is found in Donald J. Veldman, Fortran Programming for the Behavioral Sciences (New York: Holt, 1967), pp. 170-181.

[33] J. C. Nunnally, Psychometric Theory (New York: McGraw Hill, 1967), p. 196.

The educational awareness, orientation toward participation, participation modes, and general attitude indices are programmed through the R-mode factor analysis to test for construct validity, that is, the extent to which an index measures the dimensions of a trait. According to Kerlinger:

> . . . factor analysis is a method for reducing a large number of measures to a smaller number of measures (factors) by discovering which measures 'go together' (which measures measure the same thing) and the relations between these clusters of measures that go together. . . . it tells us, in effect, what measures measure the same thing and to what extent they measure what they measure.[35]

The clustering of variables within an index give some indication as to how well the measures assess a common characteristic.

Sample Selection

Sample site. The site selected for the study lies in a county of Revolutionary war heritage located in a middle-eastern state. The county is divided into five political entities called magisterial districts. This study focuses on one of these magisterial districts (see Appendix E).

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[34] Dennis W. Spuck, Donald N. McIsaac, John Berg, Program BIGFACT: R & Q Mode Factor Analysis Program (U. W. - Madison: Wise Programs, 1972).

[35] Kerlinger, Foundations, pp. 453-454.

Prior to 1972, this district had one elementary school (K-7) and one high school (8-12). In 1972, a consolidation transformed the old [illegible] school into a junior high (7-9 grades, transferring grade 7 from the elementary school); the high school students were transferred to a new county high school. The 1973-74 enrollment in the K-6 elementary school was 460, a 4.8 percent increase since 1963-64; the 1973-74 enrollment in the "new" 7-9th grade junior high school was 310, a 44.9 percent increase since 1963-64 for those grades; the new consolidated county high school had a 1973-74 enrollment of 1,016, a 42.1 percent increase, county-wide, for grades 10-12 since 1963-64.[36] By 1783-84, the local junior high school is expected to increase to 487, and the elementary school to 571. The district is well represented by lower income, less well educated, rural, and black citizens (see chapter III for the exact proportions and profile of the random sample).

Selection alternatives. The problem of sample selection was a major concern. The sample itself should be both representative and adequate; the units of the "universe" must be arranged so that "the selection process gives equiprobability of selection to every unit in that universe."[37] The sources considered for use in the study included the county telephone directory, utility subscription, parent listing, county directory, county personal property listing, area-probability sampling, and voter registration listing.

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[36] The 1970 population of the magisterial district was 3,700; this represented a 23% increase since 1960.

[37] Goode and Hatt, Methods, p. 214.

The county telephone directory proved to be inadequate; many citizens did not have telephones, the listings were not current, and the source would have biased the sample toward higher income groups.

Utility subscriptions were not available for research use. The listings would have proved inadequate, however, because they focused on households rather than on individuals; in some cases, there would be a joint household ambiguity, in which multiple family units were served by one registration.

Parent listings could have been made available by the school district; nevertheless, the sample was not representative of all citizens in the magisterial district. The educational participation of non-school age parents would have remained unstudied.

The county directory was less geographically specific than the telephone listings, less inclusive than the telephone listings, and subject to the same limitations as the telephone book source.

The county personal property listing identified automobile ownership and provided only a limited number of individuals in relation to the total adult population of the district.

An area-probability or dwelling-unit sampling technique was avoided due to the unavailability of a complete list of areas, subdivisions, and rural addresses needed to select sample households.

The voter registration listing was chosen for several reasons. The registration supposedly was updated the month prior to the commencement of the study; it represented about 78 percent of the total adult population of the magisterial district, which also coincided with a former high school (subsequently junior high school) district;

the geographic spread of individuals appeared manageable; the list provided some indication of residence; and the name listing could be purchased for research purposes. The "Limitations" section of this chapter lists some concerns relating to the sampling technique.

The magisterial district is divided into four precincts; registered voters for these precincts were identified. In order to increase representativeness of the sample, it was decided to utilize a proportionate stratified random sample, with each precinct considered a "strata." As a proportionate sample, a uniform fraction of the total sample derives from each precinct.[38]

For the purposes of this study, a sample size of approximately 250 citizens (9 percent of the adult population of the magisterial district) was considered sufficient to achieve reasonably representative responses to the questionnaire.

Each name on the voter registration lists was assigned a number from 1 to N for each precinct. The proportion of the sample to be selected from each precinct was computed. Given the mobility of many citizens, a selected number of substitutes were deemed necessary. For this study, a total of fifty substitute names, to be used only in the event that the originally chosen respondent no longer lived in the district, were drawn in proportion to the size of the precinct. The sample number and the substitution number were combined to produce the number of subject choices from the precincts. A computer program was used to produce a random number list for each precinct. Since the numbers were not ordered, the substitutes were derived from the random number list and were introduced into the sample as listed in the program output.

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[38] In terms of stratification criteria, "there is no assumption of 'homogeneity' within the strata. Whatever strata are set up and no matter how they are arrived at, the theory for measuring the precision is applicable, and unbiased or consistent estimates can be made from the sample if a method of random sampling is used for selecting two or more units from each stratum." See Morris H. Hansen, William N. Hurwitz, and William G. Madow, Sample Survey Methods and Theory: Vol. 1, Methods and Applications (New York: Wiley, 1953), p. 231; see also p. 47 for a discussion of the relationship of stratified random sampling to simple random sampling.

Interviewer Training

A visit to the research site, one month prior to the data gathering effort, provided the opportunity to contact a professor at the local campus who located capable and interested college students to serve as interviewers. Prior to the hiring of each interviewer, this researcher met with each one to assess interest, motivation, capability, and (insofar as is possible) integrity. Previously, several of the interviewers had been involved in a college course survey course.

Each interviewer was mailed a letter formally thanking him/her for participating and explaining some of the details of the project. Initially, fifteen interviewers were trained. During the course of the data collection process a new interviewer was added; some of the interviewers dropped out, but their loads were distributed among other trained interviewers.

An interviewer kit was assembled for each participant. During the training session (three hours) and the data gathering procedures, each interviewer was expected to maintain an adequate file of pertinent materials. Each kit included the following information:

1. Background sketch of the Wisconsin Research and Development Center and its educational research activities.
2. A map of the magisterial district, with the precinct in which the interviewers would be working outlined in red (see Appendix E).
3. A copy of the letter sent to the interviewers identifying the purpose and details of the study.
4. A copy of a letter to be forwarded by each interviewer to designated respondents explaining the project, soliciting cooperation, and announcing the pending contact from the interviewer (see Appendix F).
5. A letter of introduction from the District Superintendent expressing district cooperation with the study (see Appendix G).
6. A letter of introduction from a local college professor, known to many in the community, soliciting cooperation with the study and offering to answer any questions (see Appendix H).
7. A name and address listing of all interviewers.
8. A copy of the page for recording contacts with the respondents; in the field situation, each record sheet would be identified with the respondent's name, address, and sample number. In addition, there is space for a short sketch of each respondent and interview experience (see Appendix I).
9. A sample questionnaire (see Appendix C).
10. A set of "flash" cards for respondent use in answering questions relating to family income, educational group membership, and "strength of feeling" response choices for the attitude questions (see Appendix J).

In addition to the above-listed materials, some "state of the art" information regarding the process of survey research, data collection, and interviewing were distributed to the interviewers:

11. A schematic organization (PERT chart) of a survey research project to enable interviewers to grasp the total operation of a research effort.

12. An article, adapted from Backstrom's book, entitled "Going into the Field," listing things to do, not to do, to be aware of, and to aid in the gathering of information.[39] This article includes an interviewer's code of ethics, some technicalities of interviewing, interviewing tactics and procedures, interviewing cautions, stock answers to typical respondent questions, and a sample introduction for each interviewer to use in contacting respondents (see Appendix K).

13. A chapter entitled "The Interview" from Goode and Hatt's book.[40]

14. Two extensive bibliographies developed on survey research and anthropological field methods for those interviewers interested in survey research.

15. A red ball-point pen for marking the questionnaires.

A brief training session was held on the campus of the local college to familiarize the team with all the information in the kit; a second session was held for interviewers unable to attend the first. The procedures for conducting the training session were as follows:

1. An introduction of the researcher and of those cooperating with the project.

2. A brief background to the University of Wisconsin Research and Development Center for Cognitive Learning and its work in the area of home-school-community relations.[41]

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[39] Backstrom, Survey Research, chapter 5.

[40] Goode and Hatt, Methods, chapter 13.

[41] Professor B. Dean Bowles, a principal investigator for the Home-School-Community Relations component of the Research and Development Center, was present to provide some organizational and conceptual background; he proved most helpful in responding to questions on survey research posed by the interviewers.

3. A discussion of the objectives of the study.
4. A reading of the questionnaire, item by item.
5. An identification of the data analysis techniques applied to the collected data.
6. A discussion of the method for drawing the sample.
7. An estimation of length of the interview.
8. A review of do's and don'ts of interviewing techniques.
9. A summary review of the questionnaire, the response sheet, respondent flash cards, thumbnail sketch, coding, locating respondents, securing substitute names for respondents no longer in the district.
10. A practice interview session, in which interviewers paired off to use the questionnaire to interview each other and asked questions of the researcher regarding concerns or ambiguities.

In summary, the interviewers (1) were given the background of the study; (2) were told of their responsibilities to reach the respondent, to establish rapport with him/her, to record the interview, to review the finished questionnaire before leaving the interview site, and to return the questionnaire to the researcher; and (3) were made aware of the importance of demonstrating concern, calmness, competency, and confidentiality in the interviewing process. At the end of the training session, each interviewer was given fifteen to eighteen yellow record sheets, each one with the name, address, and sample number of a selected respondent; an equal number of introductory letters and stamped envelopes (both previously addressed and coordinated with the names on the yellow record sheets) to mail to the respondents; and a sufficient number of blank questionnaires to secure the expected interviews.[42]

Upon completion of the project, letters of appreciation were mailed to each respondent (who completed the interview) and to each of the interviewers. Interviewers were paid for the training session, for each completed interview, and for mileage incurred in securing the interview. This researcher remained "on location" to coordinate field work. Coordination included training, answer questions, making assignments of interviews, maintaining a running account of case numbers, providing sample substitutions under appropriate circumstances, monitoring field work, and verifying the completeness of each returned questionnaire. Constant monitoring, formal and informal feedback, and questionnaire checking led to no suspicion of falsification; therefore, no formal interview verification procedure was undertaken.

Data Collection

The district in which the study was conducted was chosen for several reasons:

1. It was a manageable system which had not been "studied to death."

2. The school district provided cooperation (non-interference) and access.

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[42] Each envelope carried the return address of the researcher's local contact; this technique enabled the researcher to know the approximate number of persons who no longer lived in the district--and for whom substitutes would be required. The interviewer responsible for such a respondent was immediately notified of the need for name replacement.

3. The district is more rural than urban, providing a balanced "acid-test" to the participation index.

4. The district was inherently interesting to study.

5. Through access to the local college, student interviewers could be secured.

6. Research expense was not exorbitant.

Problems facing the data collection process notwithstanding, there was considerable interest and cooperation with this research effort.

Each interviewer was given the name and most recent listed address of his/her assigned set of respondents. It then became the interviewer's responsibility to locate each respondent and to secure the interview. Unfortunately, many respondents had no telephone listing, and many of the addresses were quite vague (e.g., Mr. John P. Jones, Rural Route #1). In spite of the help offered by several interested residents such as the owner-operator of a local book store, college librarian, town clerk, several leading citizens, and the postmaster, it often took arduous and persistent efforts to locate some of the respondents, some of whom, no doubt, made themselves deliberately scarce.

The voting list was not as current as expected; some sample respondents had left the district six to ten years prior to the study; some had been deceased for more than two years. As a result of this circumstance, all substitute names had to be utilized. Therefore, of the 300 total sample, including substitutes, it was found that seventy-three (nearly 25%) no longer lived in the district. Another twenty (7%) of the total sample were never able to be contacted. This latter group consisted primarily of citizens about whom our sources had no knowledge; some of this group, however, were known to be around "somewhere" but could not be located. Where it was believed that the inability to contact related to a respondent's desire not to be interviewed, that person was classified as "Refused."[43]

The refusal rate represented 18 percent of the total sample of 300, but it constituted 26 percent of all contacted respondents, including those deliberately avoiding interview. In one precinct, which exhibited an especially high refusal rate, one interviewer was contacted by a citizen who had initially refused to be interviewed. This respondent reluctantly agreed to the interview primarily so that she could relate why some of her friends and neighbors had refused to participate: apparently, the "fall-out" of the recent high school consolidation efforts, which had eliminated the local high school in favor of a county consolidated high school, resulted in a significant number of residents becoming not only apathetic toward school participation but also hostile toward the school district administration. The fact that the research project had school district approval was counterproductive to securing cooperation from these respondents.

The research project seemed to come at an inconvenient time for some interviewers, who were suffering from school-work pressures. This problem was not unexpected; thirty days had been allotted for data collection. In some ways, however, the extended time period was counterproductive to data collection since some of the interviewers tended to procrastinate--especially in light of expressed difficulty in overcoming initial fears of seeking out respondents and securing the interview. Further, the unanticipated difficulty in locating respondents compounded procrastination characteristics in some interviewers.

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[43] This researcher double checked names in the "unable-to-be-contacted" category to determine that those who were not known were in fact unfamiliar to our sources.

Several interviewers reported respondent concern with the attitude questions; they disliked having to choose agreement or disagreement on value questions. This concern apparently affected those who understood the questions as well as those who professed little opinion on certain issues. Interviewers had been instructed to provide as little restatement of items as possible, to assure item consistency and integrity. However, interviewers found some restatement necessary. No pattern was identified that would highlight specific questions as being particularly difficult.

Other problems occurred to interviewers in their attempts to secure interviews: (1) one respondent could not spare his weekend time because of a regularly scheduled fox hunt; (2) others did not keep appointments; (3) one subject was personally frightening to an interviewer; (4) the wife of one respondent refused to let her husband talk to our interviewer, apparently thinking there might be an "affair" between them; (5) expressions of regret and guilt on the part of many respondents who felt unequal to some of the questions; (6) cases of drawn-out discussions on the part of several respondents, who spent over two hours with interviewers: (7) demonstrated concern by several respondents that college students were conducting "another" survey (apparently a college course survey had been administered the previous spring); and (8) town and gown dichotomies, resulting in some hostility between the college and the more entrenched residents of the district, affected the cooperation of some respondents.

When the project deadline for data collection occurred, about thirty contacts had not been made. The responsibility for these interviews was delegated to one particularly effective interviewer. Several interviewers terminated their services during the course of the project; the uncompleted work was distributed to several other interviewers. Many of the interviewers put forth a remarkable effort in securing completed interviews; some found that they both enjoyed and learned much from the challenges they faced.

Coding and Indexing Procedures

The questionnaire was designed with the capability of easily transforming data into a machine-readable format. Each interviewer was instructed to circle or to write in the correct answer for each question. This researcher then went through each questionnaire, placing the correct response in the numbered square provided. This process served to double check instrument completion, to ensure that each question was treated similarly, and to ascertain the accuracy of each listed response as compared with interviewer data.

Appendix D indicates both the original coding format utilized to mark responses on the questionnaires and the reduced format used for data analysis. Judgment was exercised to determine important information to leave in detail while simplifying response categories to a usable core of similar-sized cells. In demographic variable responses requiring disposition of "Don't Know," "No Response," "Not Ascertained," or "Refused" categories, it was determined that the appropriate analytic technique would be to include in the median response all such "ambiguous" responses; where appropriate, ambiguous responses were placed in the "No" category.

Several indices were created to simplify comparison of types of participators and to aid in the profiling of the types of participators: (1) Educational Awareness Composite Index, (2) Orientation toward Participation Index, (3) indices related to the empirical Modes of Educational Participation, (4) Total Rate of Participation Index, (5) eight Attitude indices--(a) Total Traditional Rating, (b) Total Progressive Rating, (c) Political, Social, and Educational Progressive and Traditional indices.

All indices were constructed so as to rank-order ordinal measures of selected variables to produce a single score for those variables for each respondent. Through this mechanism, the data variables have been reduced to (1) ten demographic variables, (2) one educational awareness composite variable, (3) one orientation toward participation composite variable, (4) four modes of participation variables, and (5) six general attitude composite variables. These twenty-two variables form the basis for profiling the types of participators, which were elicited empirically through the use of Q-Factor Analysis.

All composite variables represent unweighted sums of pertinent item scores found in the index. For each index, the questions were selected initially to be included on the basis of face validity; that is, the questions appeared to be related to the overall measure, which, itself, was considered to be related logically to the actualization of citizen participation. Subsequently, a R-Factor Analysis and reliability test procedures were applied to the indices to provide an overall sense of scalability. The indices were derived from summed data transformed into dichotomous scoring measures, except for the general attitude indices, which utilize the Likert "Strongly Agree" to "Strongly Disagree" five-point scoring measure.

Analytic Procedures

To accomplish analytic objectives, several computer program packages were utilized (in addition to programs written to transform the data). As an exploratory study, initial concepts and models have been modified as and where data analysis demonstrated the utility and validity of such adjustments. A prime example of this need for adjustment is detailed in chapter III regarding the substitution of an empirical set of participation modes and types of participators for the conceptual modes anticipated by use of the Nie typology.

The primary analytic tools, therefore, relate to the requirement to describe the data, to formulate modes of participation, to identify types of participators, and to profile the types of participators through analysis of variables.

Program DISTX was used to provide descriptive statistical information for each variable in the study. The program computes means, population and sample standard deviations, population and sample standard error of the means, sum of observations (and of squared observations), skewness and kurtosis (and the probable error of each), group interval and frequency for each interval, and the percentage of scores in each interval. Since the program accepts up to 100 variables, two runs were made, with the second run comprised solely of the general attitude data.

In determining the underlying pattern of relationships, factor analytic techniques provide for the computation of a correlation matrix, the extraction of initial factors, and the rotation to the terminal solution. R-mode factor analysis correlates and factors test items or variables; Q-mode factor analysis correlates individuals or units.[44]

Program BIGFACT performs a principal component analysis in which "new variables may be defined as exact mathematical transformations of the original data . . . ."[45] The first principal component produces that combination of variables accounting for more of the variance than any other linear combination. The second component, orthogonal to the first component, accounts for most of the residual variance. The process involves the extraction of eigenvalues and eigenvectors. Communality is computed as that amount of variance of a variable accounted for by the factors.

The final step in factor analysis requires ascertaining the most parsimonious and/or most informative rotation to a terminal solution appropriate to the research needs. Generally, rotation simplified the factor structure:

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[44] Jae-On Kim, "Factor Analysis," in Nie et al., SPSS, pp. 468-514.

[45] Ibid., p. 470.

> In the unrotated solution, every variable is accounted for by two significant common factors, while in the rotated solution each variable is accounted for by a single significant common factor. Therefore, the rotated factor loadings are conceptually simpler than the unrotated ones.[46]

There are two rotational methods available to the researcher, orthogonal (uncorrelated) and oblique (correlated):

> The oblique rotation method is more flexible because the factor axes need not be orthogonal (uncorrelated) and is more realistic because the theoretically important underlying dimensions are not assumed to be unrelated to each other.[47]

Orthogonal rotation procedures include quartimax, varimax, and equimax. BIGFACT offers both the quartimax solution (which simplified ROWS of a factor matrix) and the varimax solution (the more utilized solution, which simplifies COLUMNS of a factor solution). BIGFACT produces eigenvalues, eigenvectors, rotated eigenvectors, oblique projections, reordered rotated eigenvectors, and reordered oblique projections.

R-mode analysis proved especially significant in the validation of the modes of the educational participation model based on Nie's conceptual framework. As detailed in chapter III, the factor analysis determined significant differences between the data and the conceptual model, resulting in the definition of a new model of participatory modes. These newly defined modes were used to identify the types of participators.

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[46] Ibid., p. 483.

[47] Ibid.

The clustering capabilities of Q-mode factor analysis, in which persons' responses become the group of "statements," correlations between person arrays are factored.[48] Q-mode factor analysis transposes the intercorrelation matrix of subjects and variables of the R-mode technique. Computer outputs similar to the R-mode procedures are provided by BIGFACT. The Q-mode technique has proved to be a critical tool in the development of a typology of types of participators as derived from the educational participation index data.

In order to profile the types of participators and, as an adjunct to the profiling process, to discriminate among these types, an SPSS computer program, DISCRIMINANT, was employed.[49] Discriminant analysis provides a technique for distinguishing between two or more groups of populations which, for this research, are types of participators.

> The mathematical objective of discriminant analysis is to weight and linearly combine the discriminating variables in some fashion so that the groups are forced to be as statistically distinct as possible.[50]

A very robust statistical technique, discriminant analysis can both interpret data and classify new cases of unknown relationships. Each group, each type of participator, is measured by a point (centroid) and each function is an orthogonal dimension relating how far apart groups are along the dimension. As in factor analysis, an eigenvalue is computed measuring the relative significance of the discriminant function.

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[48] See William Stephenson, The Study of Behavior: Q-Technique and Its Methodology (Chicago: University of Chicago Press, 1953), p. 58, for a discussion of the differences between R- and Q-technique postualtes.

[49] See William R. Klecka, "Discriminant Analysis," in Nie et al., SPSS, pp. 434-467.

Classical (direct) and stepwise variable selection techniques and multiple output models are available with the DISCRIMINANT program, including various covariance and correlation matrices, bivariate and univariate statistical tests, and significance tests as well as standard discriminant analysis and reduced space model outputs.

The direct technique enters all variables into the analysis simultaneously, and the functions are created without regard for the discriminating power of each variable; stepwise methods enter variables into the analysis on the basis of decreasing discriminatory power. Succeeding variables are selected on the basis of the best criterion score taking into account the variables previously chosen.

The results of applying discriminant function analysis to the independent variables of types of participators as they are differentiated by the other questionnaire variables and composite measures will be taken up in chapter V.

Limitations

The results of this research are not applicable beyond the geographic locale and sample population for which the data was generated, although the developments may be of interest to other districts and researchers of educational participation. The research is designed to examine educational participation in terms of modes of participation and types of participators, thus the conclusions valid at the mode or type level may not be valid at the individual level. Further, since participatory behavior is presumed to be dynamic, the changes over time may reduce the practical utility of the data.

Due to the nature of the study, problems rather than hypotheses are the focus of data collection and analysis. The theoretical base from which hypotheses about citizen participation in education may be drawn, needs further development. Thus the inferential utility of this study is limited.

There is no external validity or behavioral check on the instrument. This consideration and the small sample size provide severe limitations on checking the validity of the instrument under development.

Other concerns which may affect the accuracy, utility, and generalizability of the study are multiple:

Questionnaire Items

The questionnaire items may not measure desired concepts accurately. Some of the questions were ambiguous for selected respondents; some questions required comprehension beyond the ability of some respondents; and some of the attitude items antagonized selected respondents. These concerns may have prevented respondents from giving honest and accurate responses to all questions.

Choosing an Appropriate Sample

The burden of practicality must be considered in choosing an appropriate sample. A large random sample would be preferred both to substantiate broad cultural generalizations as well as to discover significant community generalizations. However, time and financial considerations necessarily limit the size and scope of the sample. Further, the sampling procedure not only faced the problem of sampling error in drawing an unrepresentative sample but also must deal with the consideration that the nature of the sample, having been drawn from a registered voters list, would limit generalizability of the outcomes. A large number of respondents could not be contacted because they no longer lived in the district, producing a lower completion rate than desired.

The Interviewing Process

Several concerns relating to the interviewing process may have adversely affected the accuracy and generalizability of the data. The local situation, with antagonism felt toward the school board over the consolidation of the high school caused some refusals to occur. The possibility of an artificial response by respondents to the manner or character of the interviewer (as well as the questions) might have affected responses; and the interviewer may have biased responses in the way he/she clarified an item or approached the interview task.

Data Analysis Process

The data analysis process requires dealing with missing data and with data reduction techniques in a manner causing some diminution of detail through the creation of composite indices and biases due to the placement of missing data. Much of the information regarding the relationship between the primary personal variables and the actualized educational participation do not necessarily reflect causality. The analysis is concerned with correlating only what appear to be significant variables to types of participators in educational activity. It is difficult to determine how much of the actualized participation is literally caused by any one variable or set of variables.

Although much of the data is ordinal, they were treated in analysis as interval data for the purposes of better understanding the data. Each analytic technique requires assumptions regarding the type of data and the normal distribution of scores which were not empirically reflected.[51]

This researcher has made every effort to minimize the above listed concerns. In spite of controls, however, these concerns limit the inferential utility of the conclusions.

This chapter has provided the background for the detailed analysis of the dimensions of educational participation, through which the objectives of instrument and conceptual development will be drawn together. The explication of the data, the analytic procedures, and the conceptual development are equally important in addressing the research questions posited in this chapter.

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[51] Discriminant function analysis presumes the multivariate normal distribution of variables and the existence of equal variance-covariance matrices within each group; factor analysis is sensitive to data format and is designed more for interval than for ordinal measurements; and, alpha coefficient reliability is subject to measurement error due to sampling of content.

CHAPTER III

THE NATURE OF EDUCATIONAL PARTICIPATION

This chapter opens with a discussion of the sampling statistics related to completed interview and refusal rates. The analysis proceeds to demonstrate that citizen participation in educational activities is well diffused across a wide spectrum of activities.

Following evaluation of frequency and distribution of educational activities, the study suggests that all activities are aggregated into identifiable modes of participation. The study then examines the correlation coefficients and factor analysis data for the four conceptual modes of participation (voting, campaign activity, particularized contacting, and communal activity). Results suggest the need to develop different clusters of activities. Subsequently, the study moves toward a definition of empirical modes of participation (electoral, parochial, dynamic, and cooperative) which cluster those activities in which citizens appear to specialize.

An empirical typology of educational participators is then constructed from Q-mode factor analysis. These types of participators are profiled in terms of the modes of participation.

The Sample

To place the findings of the study in perspective, it is valuable to discuss the sampling statistics. Table 3-1 presents the sampling information for the research study.

In 1970, the surveyed magisterial district had a population of 3711, including a town population of 1688. This relates to an adult population of 2711, or 73% of the district population. Of these 2711 adults (age 18 and older), 2122, or 78%, were registered voters.[1]

The magisterial district is divided into four precincts. Because the desired sample size of 250 represented 12% of the total number of registered voters, a random sample of 12% of each precinct's registered voters was drawn. In addition, it was decided to choose fifty substitute respondents, representing 2% of the total registered voters, with each district providing an additional 2% of randomly selected voters.[2]

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[1] The registered voters listing, reportedly updated in August 1974, provided the base figures for this calculation.

[2] Precinct A's substitute sample of 2.6% was rounded to 3%. Because of its relatively small number of registered voters, it was allocated the extra substitute to bring the total to fifty. Sample selection procedures are described in Chapter II.

Table 3-1

SAMPLING STATISTICS BY PRECINCTS

	Population	Original Sample	Substitute Sample	Completed Interviews (Percentage of Net Sample)	Refusals (Percentage of Net Sample)
Precinct A	230	27	6	13 (59%)	9 (41%)
Precinct B	669	80	16	39 (74%)	14 (26%)
Precinct C	607	71	14	48 (81%)	11 (19%)
Precinct D	616	72	14	39 (66%)	20 (34%)
Totals	2,122	250	50	139 (72%)	54 (28%)

The proportionate random sample technique produced the following distributions: Precinct A, with 230 registered voters, had twenty-seven respondents in the original sample and six in the substitute sample; Precinct B, with 669 registered voters, had eighty citizens in the original sample and sixteen in the substitute sample; Precinct C, with 607 registered voters, had seventy-one respondents in the original sample and fourteen in the substitute sample; and Precinct D, with 616 voters, had seventy-two respondents in the original sample and fourteen in the substitute sample.

The 139 completed interviews represent 72% of the net sample and 46% of the gross sample. The fifty-four refusals represent 28% of the net sample, 18% of the total sample. However, seventeen respondents, or 6% of the total sample, were out of town at the time of the interviewing; seventy-three citizens, or 24% of the total sample, no longer resided in the district; and seventeen respondents, or 6% of the total sample, were not able to be contacted.[3] Substitutes were utilized for people who no longer resided in the district. For all precincts the number of respondents no longer living in the district equalled or exceeded the number of substitutes; therefore, all selections were employed.

From a different perspective, the net sample of 139 citizens represents 9% of the total number of registered voters in the district;

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[3] "Net" sample is the sum of respondents completing interviews and refusals. "Gross" or total sample represents the sum of citizens in the net sample, those who were out-of-town, those who were no longer living in the district, and those who could not be contacted.

the total sample of 300 represents 14% of the total number of registered voters. According to this sample only, nearly 25% of the registered voters no longer resided in the district. Within precincts, the net refusal rate ranged from 41% in Precinct A to 19% in Precinct C.[4]

The study did not secure the expected 250 completed interviews. The refusal rate, under conditions of face-to-face interviewing and with school district cooperation, was relatively higher than expected. Additionally, it was not anticipated that the voter registration list would include such a large percentage of citizens who no longer resided in the district. A greater number of completed interviews could have provided a more valid foundation for analysis.

Frequency and Distribution of Educational Participation

This section describes the frequency of citizen participation on the list of educational activities and distribution of citizens among the easiest and most difficult educational activities.

Frequency of Educational Participation

Table 3-2 details the percentage of citizens performing each of the twenty-seven activities. Seven citizens had a zero frequency; however, they are included in the calculation of percentages. The total usable sample size is 139. The activities are presented

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[4] If that lack of contact was associated with a refusal to be interviewed, that individual was listed as having refused the interview.

Table 3-2

EDUCATIONAL ACTIVITY BY PERCENTAGE AND FREQUENCY

ID No.	Kind of Educational Activity[1] (N = 139[2])	Percent	Frequency
3	Voting frequently/occasionally in County School Bond Elections	83	115
1	Voting frequently/occasionally in County School Board Elections	79	110
4	Voted in February 1974 County School Bond Election	63	87
2	Voted in May 1974 County School Board Election	57	79
6	Frequently/occasionally tell people why they should vote for or against School Board candidates or School Bonds	44	61
19	Reported one or more active memberships in local organizations involved in solving educational problems	37	52
18	Reported one or more active memberships in local educational organizations	35	49
12	Reported contacting county teacher or administrator on school question	34	47
16	Reported working with others to solve school/educational problem	30	42
7	Frequently/occasionally work for campaigns for or against School Board candidates or School Bonds	29	41
26(27)[3]	Reported participating in County School activities which did not involve one's own child	27	38
9	As parent, frequently/occasionally contact child's teacher on matter concerning the child	27	38
20	As parent, frequently/occasionally participate in child's school activities	24	33
13	Reported contacting community leader on school question	22	30
10	As parent, frequently/occasionally contact child's principal on matter concerning the child	15	21
5	Frequently/occasionally attend meetings related to School Board or School Bond elections	14	20
25(26)[3]	Reported signing or writing a petition on school matters in the County	14	19
14	Reported contacting state or federal official on school question	9	13
17	Worked with others to form a new group to solve school or educational problems	9	12
15	Reported contacting mass media on school question	7	10
11	Reported contacting community leader on child's school concern	6	9
22	Frequently/occasionally actively participate in School Board Meeting	4	5
23	Reported organizing a group to oppose or support issues at County School Board Meetings	4	5
21	As parent, have organized school activity involving one's own child	3	4
24	Demonstrated for or against a County school	2	3
8	Have run for a position on the County School Board	1	2
(25)[3]	Have actively participated in or opposed a boycott of school attendance	0	0

[1] Exact questions can be found in the sample questionnaire, Appendix C.

[2] This figure includes seven citizens who registered zero educational activities.

[3] Activity 25, boycotting, is eliminated; 26 and 27 become Nos. 25 and 26, respectively.

according to the proportion of citizens who engaged in the activities.[5] Of the twenty-seven educational activities only the boycotting activity received no reported participation. Therefore, this activity has been eliminated from further analysis in the findings; hence, reference will be made to twenty-six activities rather than to twenty-seven.

Voting activities are exercised by a sizable majority of the respondents. Frequently or occasionally voting in county school board and bond elections represented 83% and 79% of the citizens respectively. Voting in the most recent board or bond election represented 63% and 57% of the citizens respectively. No reliable figures for the magisterial district were located to facilitate cross-checking of the most recent self-reported election voting results.

About 44% of the respondents reported that they frequently or occasionally told other citizens why they should vote for or against a school board candidate or a school district bond.

Thirty-seven percent reported one or more active memberships in local organizations (other than educational) involved in solving educational problems. Specified in response to this question were church groups, NAACP, women's clubs, men's clubs, social and fraternal groups, and public bureaus, agencies, and commissions.

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[5] As referred to earlier, a respondent in Precinct C indicated that several respondents in that precinct refused cooperation with the study based on their hostility toward the school district over the high school consolidation issue.

Closely related to membership in non-educational local organizations in frequency are the 35% who reported one or more active memberships in local educational organizations. Specified groups for this question include the local parent-teacher organization, the National Education Association, other professional educational organization (principals, teachers associations), and voluntary associations (such as boosters, cheerleaders, school mothers; fraternities, 4-H, and the American Federation of Teachers.)

Thirty-four percent of those interviewed contacted county teachers or administrators on a school question (distinguished from a child-oriented question), and about 30% worked with other citizens to solve some school or educational problem in the community or county.

Between 20% and 30% of the respondents engaged in the following activities: 29% frequently or occasionally worked for campaigns for or against school board candidates or school bonds; 27% participated in county school activities which did not involve their own child; 27%, who are parents, frequently or occasionally contacted their child's teacher on a matter concerning the child; 24%, all parents, reported frequently or occasionally participating in their child's school activities; and 22% reported contacting community leaders on a school question (as distinguished from a child-oriented matter).

The remaining activities were reported by 15% or less of the sample. Fifteen percent, all parents, frequently or occasionally contacted their child's principal on a matter concerning their child; 14% frequently or occasionally attended meetings related to school board or school bond elections; 14% signed or wrote a petition on school matters in the county; 9% contacted state or federal officials on school questions; 9% worked with others to form a new group to solve school or educational problems; 7% contacted local newspapers, television, or radio stations on particular school questions; 6% contacted community leaders on their child's school concern; 4% frequently or occasionally actively participated in school board meetings; 4% organized a group to oppose or support issues at county school board meetings; 3%, all parents, organized a school activity involving their own child; 2% demonstrated for or against a county school; and 1% ran for a position on the county school board.

Analysis of frequency of participation in educational activities suggests that citizens engage in a wide variety of activities. They vote with considerable frequency; no other set of activities is so consistently performed. Of the twenty-six activities, 70% each involved less than one-third of the citizens. Each of the twelve most difficult activities were performed by less than 15% of the citizens.

Distribution of Participation

Nie and Verba indicate that analysis of simple frequency distributions may hide more than is revealed "for it does not give us information on the overlap or distribution of the various activities."[6] In stating that twelve of the most difficult acts have a participation rate of less than 15%, one cannot conclude that the same 15% performed all these activities or that the same 85% performed the easiest educational activities.[7] The data must be analyzed further in order to determine if these difficult acts are concentrated in the hands of a few citizens or are dispersed to a somewhat wider population.

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[6] See Verba and Nie, Participation in America, p. 32.

Table 3-3 presents the distribution of participation activities. Five percent demonstrated no activity whatsoever; 24% engaged in one through four activities; 46% of the sample participated in five through nine activities; 19% engaged in ten through fifteen activities; and 5% engaged in sixteen or more activities. In other words, the least active quartile engaged in zero through three activities; the middle fifty percent engaged in four through nine activities; and the most active quartile engaged in ten or more activities.

The average number of activities reported is 6.8. In addition to voting activity, each person engaged in an average of three other activities. Table 3-4 presents a histogram of the twelve most difficult activities of educational participation and the percentage engaged in these activities. The frequency of these activities ranges from 15% (for parents contacting child's principal on child-related matters) to 1% (for running for the school board). The average activity in this distribution is undertaken by slightly more than 7%.

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[7] The term "difficult" activities is applied to the least frequently performed activities. On the other hand, the "easiest" activities are those most frequently performed.

Table 3-3

DISTRIBUTION OF ALL ACTIVITIES BY PERCENTAGE OF PARTICIPATORS

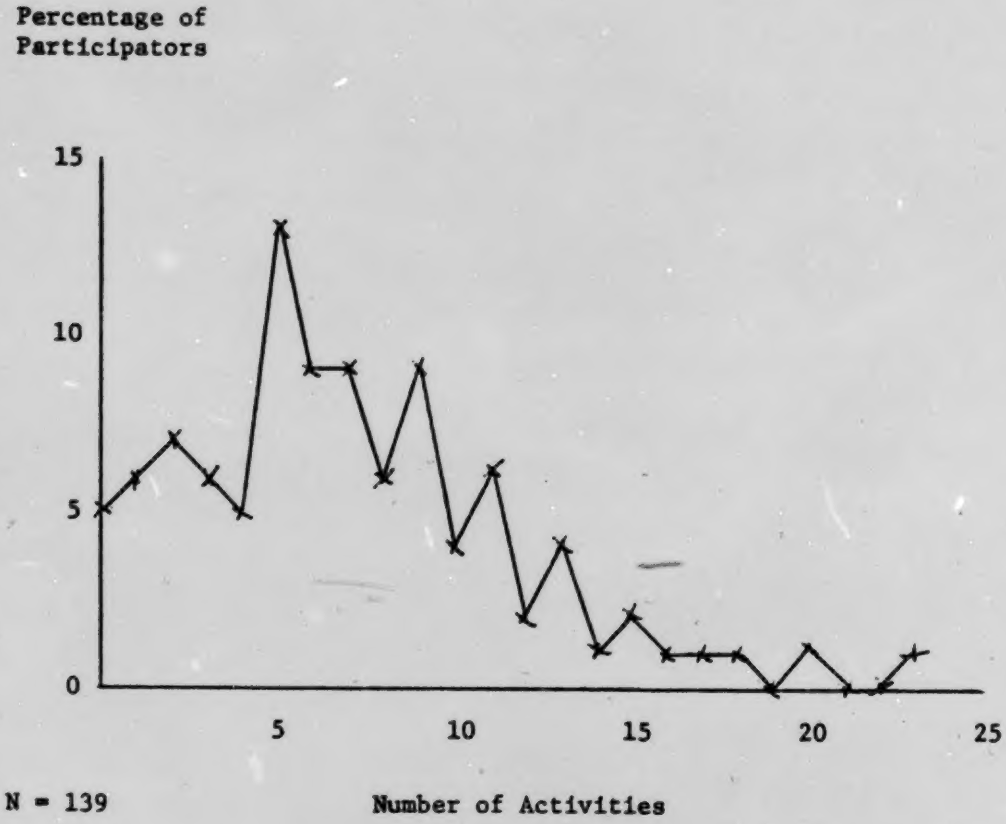
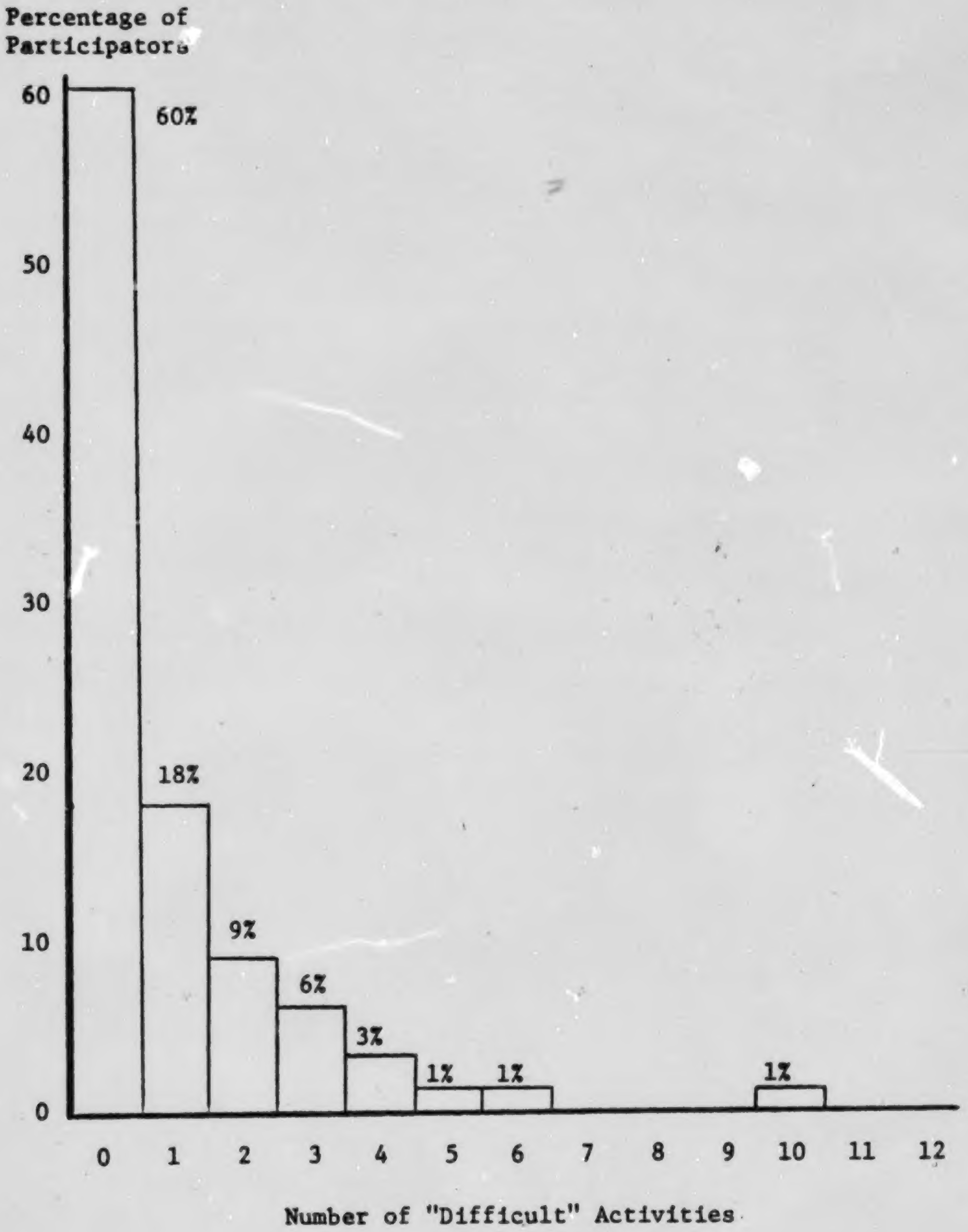


Table 3-4

DISTRIBUTION OF TWELVE MOST DIFFICULT ACTIVITIES
BY PERCENTAGE OF PARTICIPATORS



In conclusion, as depicted by the histogram, 60% of the citizens did not participate in any of the difficult activities; but, nearly 40% did engage in one or more of those activities. The distribution is fairly wide-spread; 18% engaged in one of these difficult acts; 9% engaged in two acts; 6% engaged in three acts; 3% engaged in four acts; and approximately 1% engaged in five or more acts. Educational participation is less concentrated than one might infer from the original frequency distributions.

Modes of Participation

The first general question posed for this research asks whether activities can be grouped into identifiable modes of participation. Considering the Verba-Nie argument for a multidimensional viewpoint for participation, it is suggested that citizens likely would specialize within a particular set of activities. The use of an empirical technique like factor analysis is helpful in determining the accuracy of the conceptual modes. Where differences occur between the concept and the findings, empirical adjustments aid further analysis.

This section will review the conceptual model, investigate the activity correlation coefficients, and analyze the obliquely rotated factor solution to reach some determination as to the need for and identification of a set of empirical modes.

The Model

The Verba-Nie research identifies four modes of participation--voting, campaign activity, individual/particularized contacting, and cooperative/communal activity. These political modes have reasonable correlates in the sphere of educational activity. Voting activity, dealing with specific and general electoral behavior, pertains to school board and bond elections. Campaign activity relates to electoral behavior and, while less visible in the educational system, still constitutes a conceptually discrete set of activities. Individual/particularized contacting deals with citizens taking the initiative to search out information related either to their children or to general school/educational issues. Cooperative/communal activity is group-centered and relates to social and educational problems; citizens deal through group strengths to achieve desired goals.

Correlation Coefficients for the Conceptual Model

The structure of participation is revealed through examination of correlation coefficients among the twenty-six measures of educational activity. Table 3-5 presents simple correlation data for the four modes. The average correlation (325 correlations) is .170, which is positive and barely significant at the .05 level (minimum significant correlation is about .167).[8] There is some minimal structure, particularly with regard to the voting activities. However, the low

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[8] This measure is not a precise analytical tool. However, it does provide some indication of the validity of the conceptual modes. Significance level for correlations: $Z\sqrt{(n-3)}$ = probability t-score

Significant differences between correlations:

$$\frac{Z_1 - Z_2}{\sqrt{1/(n_1-3) + 1/(n_2-3)}}$$

In each case, n = 139.

See K.A. Brownlee, Statistical Theory and Methodology In Science and Engineering, 2nd ed. (New York: Wiley, 1965), pp. 413-414.

Table 3-5

EDUCATIONAL ACTIVITIES: SIMPLE CORRELATIONS BY CONCEPTUAL MODES

Voting Activities

Question Number	2	3	4
1	.505	.435	.365
2	-	.423	.487
3		-	.487

Campaign Activities

Question Number	6	7	8
5	.244	.493	.294
6	-	.396	.134
7		-	.185

Contacting

Question Number	10	11	12	13	14	15
9	.638	.425	-.089	-.025	-.042	-.056
10	-	.458	.023	.061	.134	.032
11		-	.113	.140	.112	.150
12			-	.390	.285	.206
13				-	.427	.255
14					-	.386

Cooperative Activities

Question Number	17	18	19	20	21	22	23	24	25	26
16	.406	.182	.115	.056	.164	.205	.205	.114	.230	.176
17	-	.139	.123	.000	.252	.075	.213	.129	.171	.265
18		-	.022	.426	.139	.258	.094	.093	.082	.239
19			-	-.143	-.052	.003	.003	-.019	.155	.001
20				-	.306	.252	-.023	-.088	.112	-.097
21					-	.196	.196	-.027	.179	.083
22						-	.376	-.030	.032	.049
23							-	.236	.032	.224
24								-	-.063	.128
25									-	.073

average correlation also suggests that the participatory acts retain considerable independence.

The average correlation within the modes (88 correlations) is .172; the average correlation for those activities outside the clusters is .169. The near similarity of these measures indicates a problem with the conceptual model; the total within-cluster average correlation for the twenty-six measures should be significantly greater than the without-cluster average.

The first modal cluster contains the four voting measures, and they produce an average correlation of .450 (6 correlations); thus the average variation that one voting act has in common with another (the square of the correlation) is more than 20%; without-cluster average common variation is 3%. The first cluster demonstrates about seven times the average amount of variation in common between voting activities and variables outside the cluster. The second cluster deals with campaign activities and has an average correlation of .291, or about three times the average correlation between campaign activities and without-cluster variables. The third cluster deals with contacting activities, with an average correlation of .192; the average amount of common variation between contacting acts is just slightly more than the average amount of common variation between non-cluster activities. The fourth cluster, cooperative activities, with an average correlation of .120, exhibits only one-half of the average amount of variation for within-cluster commonality as compared with without-cluster mutual variation. Three of the four modes indicate that correlations between activities of the same mode are higher than correlations across different modes of activity. Only voting provides a significant difference at the .05 level between its average correlation and without-cluster correlations. The correlations indicate that the conceptual modes do not produce a good clustering of activities.

The Rotated Factor Solution

In order to examine the validity of the conceptual modes, R-mode factor analysis was employed. The factor analysis reduces the twenty-six participation variables to a smaller number of underlying factors based upon the best (judgmentally determined) clustering of those variables.

Table 3-6 presents the rotated solution to the factor analysis. Since correlations among similar kinds of activities can be assumed the oblique rotation solution is used.[9] Ten reordered rotations were made of the activities. The four factor rotation seemed to cluster variables in the most meaningful fashion.

The oblique projections identify four factors. Clearly, the third factor, which relates primarily to the activity of voting in the May 1974 board election (item 2), represents a clustering of electoral activities. The three non-electoral factors appear related to "contacting" activities. The first factor focuses on "parents contacting a child's teacher" (item 9); the second factor relates to "contacting

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[9] Unlike the oblique solution, the orthogonal rotation assumes no correlation among variables.

Table 3-6

EDUCATIONAL ACTIVITY BY EMPIRICAL MODES

REORDERED OBLIQUE FACTOR ANALYSIS - FOUR ROTATIONS

	Factors	1	2	3	4	
	Percentage Total Variance	14%	14%	11%	9%	
Factor	Activity	9	13	2	15	Communality
1	9. Parents contacting child's teacher.	1.000				.738
	20. Parents participating in school activities.	.997				.760
	10. Parents contacting child's principal.	.949				.682
	11. Parents contacting community/county leaders.	.802				.530
	21. Parents organizing school activities.	.577				.318
	22. Active participation in school board meetings.	.551				.338
	18. Number of active educational memberships.	.493				.446
2	13. Contacting community/county leader on school questions.		1.000			.670
	16. Working with others to solve educational problems.		.853			.487
	25. Signing or writing a petition.		.775			.476
	17. Forming group to solve educational problem.		.622			.307
	12. Contacting county teachers on school questions.		.606			.333
	5. Attending educational campaign meetings.		.532			.485
	19. Number of active non-educational memberships.		.293			.125
3	2. Voting in May 1974 board elections.			1.000		.626
	4. Voting in Feb. 1974 board elections.			.993		.587
	3. Voting in school bond elections.			.923		.495
	1. Voting in school board elections.			.908		.461
	6. Telling others why to vote for bond issue or board elections.			.591		.458
4	15. Contacting mass media on school questions.				1.000	.586
	24. Participation in demonstration.				.820	.359
	8. Run for school board position.				.750	.461
	23. Organizing group for school board issue.				.620	.408
	14. Contacting official on school questions.				.563	.466
	26. Non-child participation in school activity.				.559	.318
	7. Helping in educational campaigns.				.438	.439

community/county leaders on school questions" (item 13); and the fourth factor relates primarily to the variable "contacting mass media on school questions" (item 15).

But the outcome of the contacting changes from factor to factor. The first factor activities are narrowly particularized and related to one's own family. This factor conceptually relates to the individual/particularized activity hypothesized in the conceptual model. As Verba states of his "personalized contacting" category, "to be coded in this category, the contact had to refer specifically to the individual himself or to those immediately around him, such as his family."[10] This factor cluster will be labeled the parochial mode.

The second factor focuses on group activities. Whereas the parochial mode is child oriented, this mode reveals community and group-oriented and apparently nonconflictual, activities in which a "good" citizen might be engaged. Two of the activities seem to bely this description. (1) Signing or writing a petition appears to be a conflictual activity; two points can be made here: (a) this item is highly negatively rated on the fourth mode, which seems to rate apparently conflictual items, and (b) in this community, petition signing resulted from the consolidation issue -- a community norm may have been established on this issue defusing the interpersonal conflict element. Additionally, the act of signing a petition may not be particularly conflictual under many circumstances. (2) The second item, attending educational campaign meetings, may be read for this community as informational attendance. This item highly loads on the parochial mode, suggesting that these meetings were particularly important to parents with children in K-12 grades. Speculation might lead to the inference that these meetings were more legitimizing and informational than conflictual and fractional. This factor cluster will be called the cooperative mode.

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[10] Verba and Nie, Participation in America, p. 66.

The fourth factor relates to activities which are issue oriented; cooperative participation is important. Most of the fourth factor items are positively and reasonably associated with cooperative mode items; even key item 15, "contacting mass media on school questions," which shows a zero relationship on the oblique rotation, has a .220 association on the orthogonal rotation with the cooperative mode. Clearly, there is a close relationship between the fourth factor and the cooperative modes. Fourth factor activities represent a more public set of activities than do the parochial activities. The parochial mode activities acts have a fairly low relationship to the social contacting and electoral activities. Contacting divides between personal and social referents; the social referents themselves subdivide perhaps along the lines of conflict and initiative. This mode will be labeled the dynamic mode.

The third factor largely approximates the conceptual voter mode. However, because campaign activity does not relate to educational participation as independently as it does to political participation, this factor includes the key campaign activity item of "telling others why to vote for or against a school bond or board issue." Conceptual identity is evident; whether voting or encouraging others to vote, these activities relate overwhelmingly to electoral activities. This mode will be called the electoral mode.

The four modes account for 48% of the total variance in describing participation of citizens in the sample. The parochial mode represents 14% of the total variance; the cooperative mode represents 14%; the electoral mode represents 11%; and the dynamic mode represents 9%.

Figure 3-1 illustrates the relationship between the conceptual mode activities and the empirical mode activities.

Voting mode activities associate entirely with the empirical electoral mode.

The separate identity of campaign activity measures is eliminated; its measures have been dispersed throughout the four empirical modes. Conceptually, and on one key campaign activity (item 6), this mode associates with the empirical electoral mode. The more difficult activities are linked to the dynamic mode.

Particularized contacting items are placed into the three non-electoral modes; however, the personalized intent of the mode (rather than the contacting effort) associate the concept and items 9, 10, and 11 with the parochial mode.

Communal activity items 18, 20, 21, and 22, dealing with parochial relationships to parental activity, moves into the parochial mode; otherwise, the intent of dealing with school issues generally (items 16, 17 and 19), in the sense of group orientation, associates

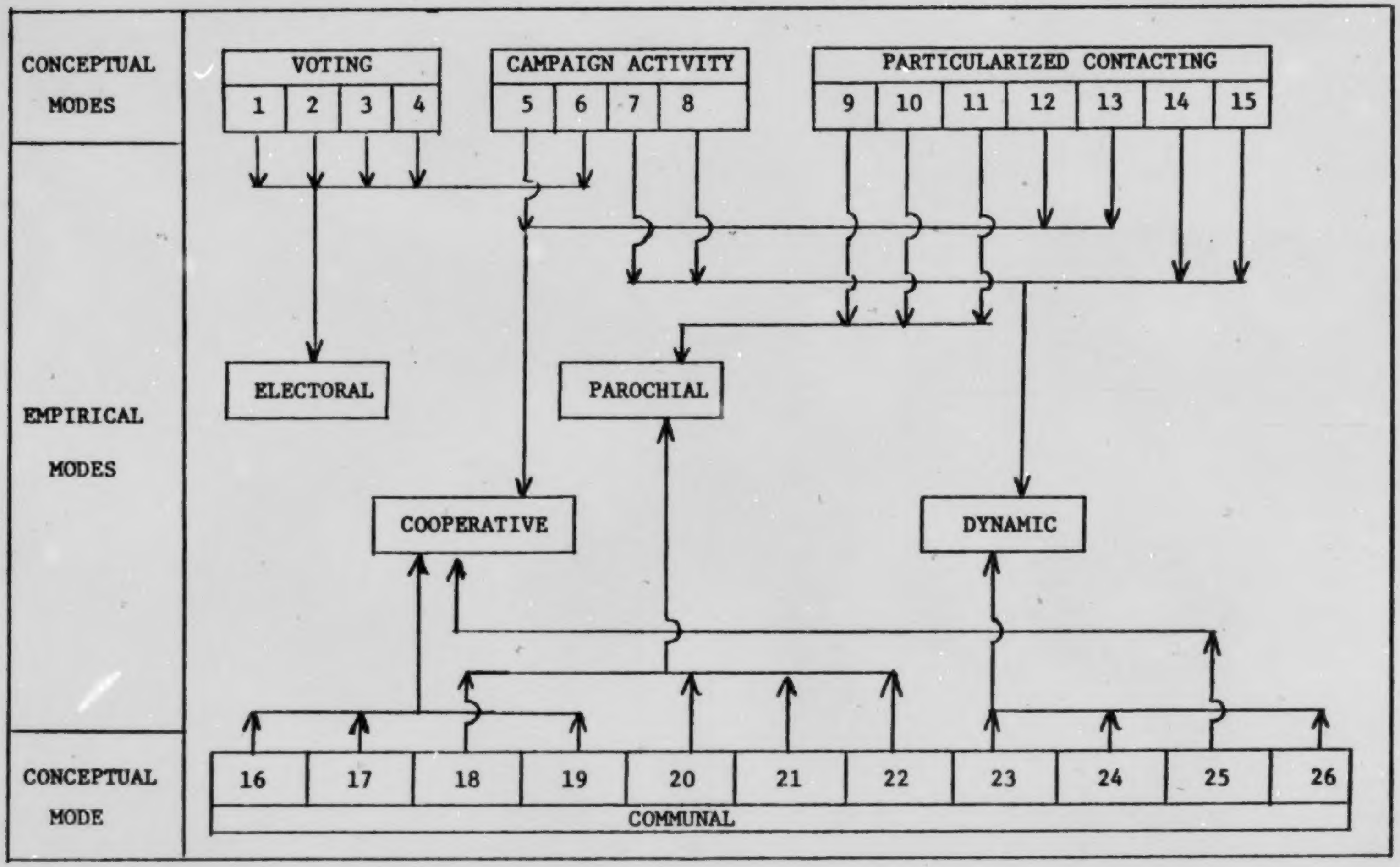
CONCEPTUAL MODES
VOTING
1
2
3
4
CAMPAIGN ACTIVITY
5
6
7
8
PARTICULARIZED CONTACTING
9
10
11
12
13
14
15
EMPIRICAL MODES
ELECTORAL
PAROCHIAL
COOPERATIVE
DYNAMIC
CONCEPTUAL MODE
16
17
18
19
20
21
22
23
24
25
26
COMMUNAL

Figure 3-1. Relationship of Empirical Modes to Conceptual Modes.

with the empirical mode of cooperative activity.

The empirical mode of dynamic participation seems to be a combination of several items which imply issue orientation, high conflict, difficulty, and community orientation. Items include, from the conceptual modes, two campaign activity items (7 and 8), two contacting items (14 and 15), and three cooperative items (23, 24, and 26). Five out of seven activities each were performed by 9% of the respondents or less.

In general, the modes do not represent a direct relationship between difficulty, or rate of participation, and item inclusion. The item clusterings, especially the electoral, parochial, and dynamic modes, appear to have content as well as empirical validity.

Correlation Coefficients - An Empirical View

Table 3-7 presents the set of simple correlation coefficients between activities representing the empirical modes. The average within-clusters correlation is .310 (73 correlations); the average without-clusters correlation is .130 (252 correlations); the overall average correlation is .170 (325 correlations). Activities outside the clusters account for only 2% of their mutual variation.

The first mode, containing items forming the parochial mode, has an average correlation of .360 (about six times the average correlation between parochial activities and variables outside the modes). The average amount of variation that one parochial act has in common with another is 13%.

Table 3-7

EDUCATIONAL ACTIVITIES: SIMPLE CORRELATIONS BY EMPIRICAL MODES

Parochial Mode

Question Number	10	11	18	20	21	22
9	.638	.425	.308	.792	.278	.224
10	-	.458	.266	.610	.406	.348
11		-	.290	.399	.303	.261
18			-	.426	.139	.258
20				-	.306	.252
21					-	.196

Cooperative Mode

Question Number	12	13	16	17	19	25
5	.259	.477	.346	.160	.265	.188
12	-	.390	.341	.260	.049	.101
13		-	.522	.332	.155	.396
16			-	.406	.115	.230
17				-	.123	.171
19					-	.155

Electoral Mode

Question Number	2	3	4	6
1	.505	.435	.365	.292
2	-	.423	.487	.356
3		-	.487	.311
4			-	.410

Dynamic Mode

Question Number	8	14	15	23	24	26
7	.185	.218	.365	.210	.227	.260
8	-	.375	.433	.300	-.019	.195
14		-	.386	.467	.120	.239
15			-	.243	.341	.324
23				-	.236	.224
24					-	.128

127

126

The second set of activities, the cooperative mode, has a correlation of .250 (about three times the average correlation between cooperative acts and variables outside the clusters). The third set of activities, the electoral mode, has a group average correlation of .410 (nearly nine times the average correlation between electoral activities and variables outside the clusters). The fourth set of activities, the dynamic mode, has a group average correlation of .260 (about three times the average correlation between dynamic activities and variables outside the clusters).

All but one correlation in the parochial mode are significant at the .05 level (correlation significance is .167). All but seven correlations in the cooperative mode are significant. All correlations for the electoral mode are significant; and all but three dynamic mode correlations are significant. Most intra-mode correlations are significant, and higher than those of the conceptual modes. This fact suggests that, the empirical modes are better clusters of activities than are the conceptual modes.

Reliability of the Participation Index

The relative validity of the information derived from the participation index hinges on that reliability which can be demonstrated. Using program TSTAT, the overall alpha coefficient reliability measure, based on the twenty-six participatory activities, is .83. The parochial mode consists of seven items with an alpha coefficient of .79; the cooperative mode, consisting of seven measures, has a reliability measure of .69; the electoral mode, consisting of five measures, has a reliability measure of .77, and the dynamic mode, with seven items, has an alpha of .65.

The overall reliability score is good; the modal reliability scales also are good, considering the few number of items involved in each scale. The activist mode scale ranks weakest with its .65 reliability, and the parochial mode, with .79 reliability, is strongest.

In comparison to the conceptual modes, the empirical reliabilities are considerably stronger: Voting, with four items, has a .75 reliability; campaign activity, with four items, exhibit an alpha of .60; personal contacting, with seven items, has an alpha of .59; and cooperative activity, with eleven items, has an alpha of .55. The higher reliability scores for the empirical mode are not unexpected, however. Factor analysis, by clustering like activities, has created good internal consistency for the empirical mode activities.

Frequency Analysis for Empirical Modes

Table 3-8 presents a frequency of activity analysis based on the four empirical modes. While each mode contains easy and difficult activities, the modes illustrate inherent gradations of difficulty as inferred from activity frequency. The electoral mode accounts for 48% of the total participatory activity; this mode, containing the easiest activities, averages 3.3 activities per person. The cooperative mode accounts for 23% of the total activity, or an average of 1.6 acts per person. The parochial mode accounts for 17% of the total activity, with a 1.1 per-person average. And the dynamic mode, consisting of the more difficult activities, accounts for 12% of the total

Table 3-8

EMPIRICAL MODES BY ACTIVITY, FREQUENCY, PERCENTAGE, AND AVERAGE

Mode	Sum of Modal Activities	Percentage of Modal Activities	Per Person Average Number of Activities
Parochial	160	17%	1.1
Cooperative	221	23%	1.6
Electoral	452	48%	3.3
Dynamic	112	12%	0.8
Totals	945	100%	6.8

activities, with a 0.8 per-person average.

Relationships Among the Four Modes

Another set of data points helps to confirm the assumption of citizen specialization in different kinds of activities. Table 3-9 shows the amount of correlation between the separate modes. These correlations are moderately to highly correlated with the total participation scale, from .583 for the parochial mode to .791 for the cooperative mode. Since the square of the correlation between two modes of activity indicates how much each activity predicts of the variance of the other, it becomes evident that the relationship between cooperative and dynamic modes is the strongest, with each activity predicting about one-third of the variance in the other; both modes are strongly related to the total activity index. The relationship between cooperative and electoral modes shows that each predicts about 22% of the variance in the other; electoral and dynamic modes predict about 17% of the variance in each other.

The particularized contacting of the parochial mode is most weakly related to the other modes, although moderately related to the overall index of participation. The relative weakness of the relationships between the parochial mode and the other modes indicates that this mode is more independent than the others, performed by individuals who, in some way, are more different from the other citizens than those in other modes are to each other. Therefore, citizens specializing in the parochial mode do so to a greater degree than do other individuals.

Table 3-9

SIMPLE CORRELATIONS BY EMPIRICAL MODES

	Parochial	Cooperative	Electoral	Dynamic	Overall Index of Participation
Parochial	--	.206	.195	.227	.583
Cooperative		--	.471	.559	.791
Electoral			—	.414	.748
Dynamic				--	.726

That there is a considerable amount of independence among all the modes supports the contention that the modes are, to a significant degree, performed by different individuals.

In summary, this section has detailed the derivation of four empirical modes of educational participation through the use of R-mode factor analysis. The factor analysis confirms the results of the comparison of conceptual mode and empirical mode correlation coefficients. This comparison suggests that the empirical modes produce higher within-mode correlations than do the conceptual modes.

The four empirical modes are parochial, cooperative, electoral, and dynamic.

The parochial mode represents 17% of the total activities. The activities are child-oriented and non-conflictual, and require a considerable amount of initiative.

The cooperative mode represents 23% of the total number of activities. These activities are group-oriented and usually non-conflictural activities which require some initiative.

Electoral mode activities are voter oriented, may be conflictual, and require little initiative. Electoral activities represent 48% of the total activities.

Dynamic activities, which represent only 12% of the total activities, are school and community oriented, may be conflictual, and require much initiative.

Educational participation can be arranged into discrete modes of activity. While most citizens differ in their rates of educational participation, the development of an empirically based set of modes indicates that citizens concentrate on specific kinds of activity which involve them in distinct modes of participation.

Types of Participators

The study will now move from an identification of modes of activities to types of participators. The second general question posed for this research relates to the identification of types of participators according to similar patterns of activity. Q-mode factors analysis will be used as a clustering technique to derive these types of participators.

The R-mode factor analytic technique permits the clustering of educational activities. This "item" or "activity" clustering technique demonstrates the multidimensionality of educational participation, and it shows the correlations and independence among different modes of activity. The clustering and description of types of participators relies on the Q-mode factor technique to analyze the correlations between measurements on persons. A good clustering of citizens occurs if a high proportion of the population fall into a small number of clusters.

The anticipated typology includes inactivists, voting specialists, parochial activists, communalists, campaigners, and complete activists. However, based upon the findings of this study regarding the modes of educational participation, one would expect that there would be a significant change from these conceptual types of participators.

Given the empirical modes, one would expect to discover the activists and the inactivists, and some form of voting specialist, parochial activist, and communalist. Identification of the campaigners would not be expected.

Factor Analysis - Q-Mode

The number of citizens considered for this analysis is 132. Those seven individuals who registered no activity at all on any mode were grouped together and set aside because the factor technique will not deal with variables having means and variances of zero. These seven citizens become the inactive type of participator.

Ten oblique and orthogonal factor arrays and rotations were investigated. While the assumption of similarity of activity among types of participators would indicate the use of an oblique rotation, it was judged that a four factor orthogonal solution accounted for citizens in the best manner.[11]

Tables 3-10 through 3-12 present the reordered rotated varimax matrix for the 132 participators. The four factors account for 70.4% of the variance among citizens. More specifically, factor 1 explains 34.9% of the variance over four factors and 24.6% of the total variance;

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[11] The somewhat arbitrary selection of orthogonal rotation is justified two grounds: (1) those citizens loading highest on each of the four factors is virtually identical; and (2) the orthogonal rotation appeared to provide a more satisfactory interpretation.

Table 3-10

TYPE OF PARTICIPATOR; LOADINGS FOR FACTOR 1*

REORDERED VARIMAX FACTOR ANALYSIS - FOUR ROTATIONS

Participator	Loading	Participator	Loading
7	-.420	65	-.664
55	-.476	107	-.668
9	-.523	118	-.674
75	-.524	72	-.678
92	-.531	43	-.685
120	-.533	129	-.691
125	-.537	70	-.700
104	-.541	14	-.713
42	-.546	80	-.719
12	-.552	27	-.721
90	-.572	62	-.724
73	-.574	68	-.750
109	-.574	49	-.758
77	-.586	39	-.768
48	-.600	83	-.780
54	-.613	50	-.781
3	-.613	56	-.787
64	-.621	5	-.790
102	-.623	106	-.790
21	-.630	20	-.798
59	-.630	15	-.803
81	-.636	114	-.806
82	-.651	37	-.812
34	-.658	25	-.820
76	-.659	103	-.826
		130	-.841

* Explains 24.6% of the total variance.

Table 3-11

TYPE OF PARTICIPATOR; LOADINGS FOR FACTORS 2* and 4**

REORDERED VARIMAX FACTOR ANALYSIS - FOUR ROTATIONS

Factor 2		Factor 4	
Participator	Loading	Participator	Loading
13	-.445	86	.895
95	-.445	105	.895
128	-.446	85	.893
10	-.527	116	.893
88	-.529	28	.808
35	-.590	33	.778
112	-.603	67	.778
36	-.621	126	.741
2	-.631	132	.672
89	-.640	96	.664
74	-.642	51	.664
8	-.654	26	.664
44	-.663	78	.658
124	-.692	127	.652
57	-.692	58	.642
123	-.692	101	.635
19	-.692	98	.583
22	-.728	1	.572
63	-.728	71	.571
115	-.728	66	.567
113	-.786	29	.567
47	-.800	40	.561
91	-.804	31	.551
41	-.804		

* Explains 17.7% of the total variance.
** Explains 13.4% of the total variance.

Table 3-12

TYPE OF PARTICIPATOR; LOADINGS FOR FACTOR 3*

REORDERED VARIMAX FACTOR ANALYSIS - FOUR ROTATIONS

Participator	Loading	Participator	Loading
6	.819	87	.640
60	.789	93	.636
108	.762	17	.631
69	.762	99	.623
18	.734	97	.622
119	.730	122	.620
24	.725	61	.620
111	.715	38	.619
30	.709	23	.616
121	.702	16	.611
110	.697	84	.590
11	.696	94	.575
46	.695	131	.568
4	.693	53	.561
32	.671	52	.462
100	.667	45	.355
79	.664		
117	.663		

* Explains 14.8% of the total variance.

factor 2 explains 25.1% of the variance over four factors and 17.7% of the total variance; factor 3 explains 20.9% of the variance over four factors and 14.8% of the total variance; and factor 4 explains 19.0% of the variance over four factors and 13.4% of the total variance.

In determining the characteristics of these four clusters, a description of the "key" variables is used (see Table 3-13). Factor 1 keys on participator 130; the activities of 130 are spread across all four modes, with a total frequency of 15. Participator 130 is the only "key" to have participated in dynamic mode activities. From the image presented by this activity arrangement, the activists type of participator is created.

Factor 2 keys on citizen 41, whose activity lies only on electoral mode activities. On the face of this distribution, one may describe this type of participator as a voters cluster.

Factor 3 keys on activities of participator 6, which are listed in the parochial mode; no other acts are indicated by this key participator. Individuals forming this type may be called parents.

Factor 4, which shows low participation and domination by a participator active only in cooperative and electoral acts, suggests a somewhat communally oriented individual. The title "citizen" is given to this type of participator.

Profiling the Types of Participators by Modal Activity

Table 3-14 summarizes modal statistics for each type of participant. (1) The inactives represent 5% of the participators, and they take no part in educational activity in the district. (2) The citizens,

Table 3-13

TYPES OF PARTICIPATORS FACTORS BY NUMBER OF MODAL ACTIVITIES

VARIMAX REORDERED ROTATED MATRIX

Participator	Factor Group	Parochial Mode	Cooperative Mode	Electoral Mode	Dynamic Mode	Total
130	One	2	4	5	4	15
41	Two	0	0	2	0	2
6	Three	2	0	0	0	2
86	Four	0	1	1	0	2
Inactives		0	0	0	0	0

representing 17% of the participators, average 4.09 activities per person; their 94 activities represent 10% of the total 945 activities. (3) The parents represent 24% of the participators, and average 8.44 activities, well above the average 6.80 activities for all participants; their 287 total acts represent 30% of the total number of activities. (4) The voters, representing 17% of the participators, engage in only 3.38 activities per person; their 81 total activities represent 9% of the total. (5) The activists, representing 37% of the participator, exhibit a well-above average 9.47 activities per person; their total of 483 activities represent 51% of the total.

Table 3-14 also identifies the average number of acts per mode for each type of participator as well as the percentage of total modal activity accounted for by each type of participator. Table 3-14 indicates the relative amount of activity accounted for by each group. While the electoral mode accounts for nearly one-half of the total activity of the sample, its relative importance varies, depending upon the group under analysis. The electoral mode represents the largest average in three of the five types of participators. The parents group rates the electoral mode second, with a large 3.18 average number of electoral acts. The cooperative mode becomes the second most important component of the activities for all groups. The dynamic mode represents the least utilized set of activities for the groups. The parochial mode, dominant for the parent group, has minimal impact on the other groups.

Parents and activists groups account for most of the parochial acts, with 95% of the total modal activity split between them; these

Table 3-14

TYPES OF PARTICIPATORS BY MODE OF ACTIVITY
(ACTIVISTS, VOTERS, PARENTS, CITIZENS)

Types of participators	Classification of Data	Mode of Activity				
		Parochial	Cooperative	Electoral	Dynamic	Total
Activists N = 51 (37%)	Number of activities	37	143	213	90	483
	Average number of activities	0.73	2.80	4.18	1.76	9.47
	Percentage of modal activities	23.0%	65.0%	47.0%	80.0%	51.0%
	Percentage of group activities	7.7%	29.6%	44.1%	18.6%	100.0%
Voters N = 24 (17%)	Number of activities	1	5	70	5	81
	Average number of activities	0.42	0.21	2.92	0.21	3.38
	Percentage of modal activities	1.0%	2.0%	15.0%	4.0%	9.0%
	Percentage of group activities	1.2%	6.2%	86.4%	6.2%	100.0%
Parents N = 34 (24%)	Number of activities	115	47	108	17	287
	Average number of activities	3.38	1.38	3.18	0.50	8.44
	Percentage of modal activities	72.0%	21.0%	24.0%	15.0%	30.0%
	Percentage of group activities	40.1%	16.4%	37.6%	5.9%	100.0%
Citizens N = 23 (17%)	Number of activities	6	27	61	0	94
	Average number of activities	0.26	1.17	2.65	0	4.09
	Percentage of modal activities	4.0%	12.0%	13.0%	0.0%	10.0%
	Percentage of group activities	6.4%	28.7%	64.9%	0.0%	100.0%
Modal activities as a Percentage of Total Activities		17.0%	23.0%	48.0%	12.0%	100.0%

two groups also dominate the total scope of activities, splitting 86% of the total cooperative activities, 71% of the total electoral activities, and 95% of the total dynamic acts. Parents and activists groups together represented 81% of the total amount of activity. Voters and citizens groups are about equally low in total activity, with the voters engaging in little else than voting and citizens engaging in some cooperative activity.

Table 3-15 is derived from the basic information listed in Table 3-14; it depicts the ratio of over- or underrepresentation for any given group within each of the modes.[12]

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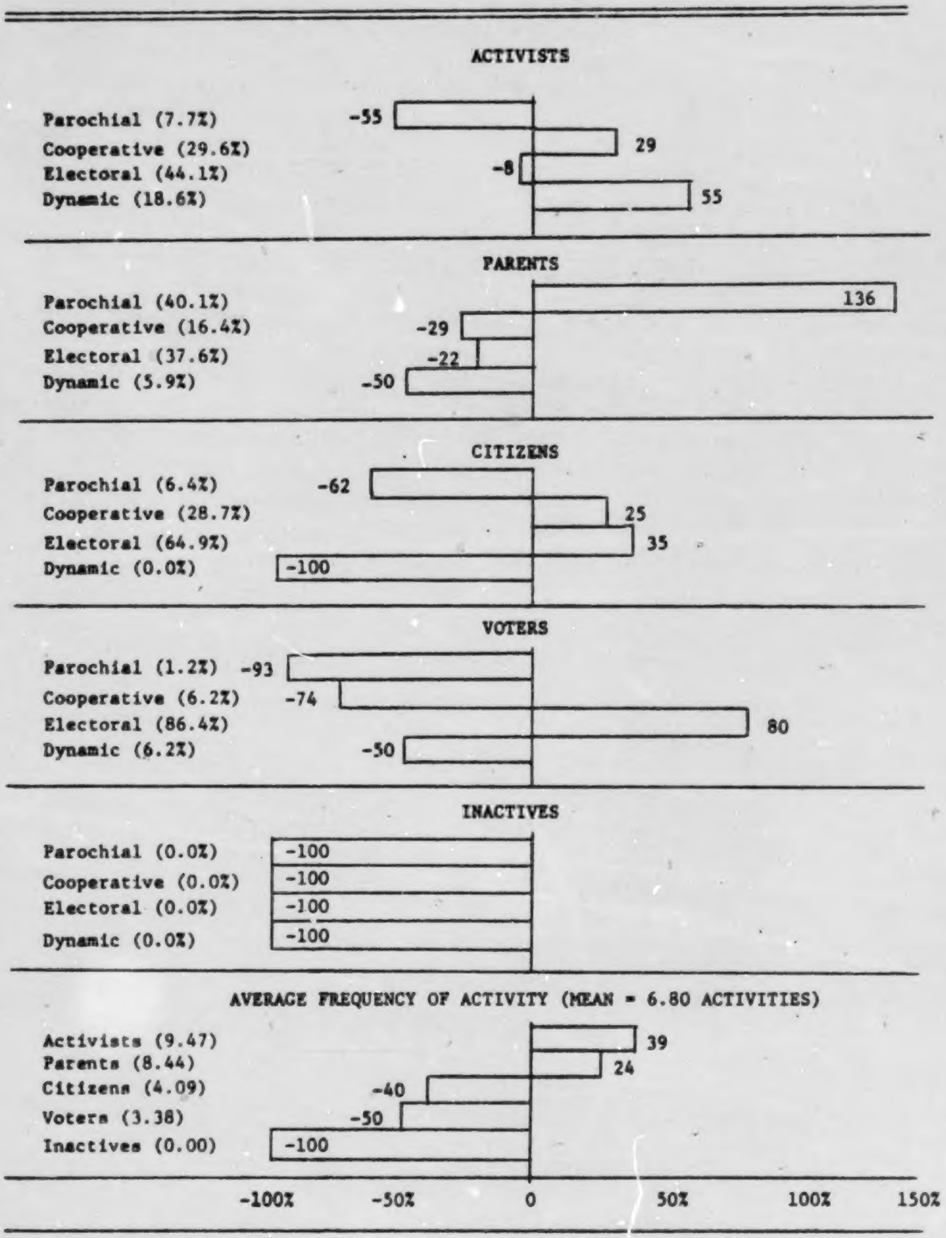
[12] This figure is a ratio of the percentage of a set of group modal activities to the proportion of that total modal activity category in the sample. For example, parochial activities represent 8% of the total activities for the activists; this compares to an average of 17% for parochial activities for the sample. Utilizing a formula adapted from Verba and Nie, the computation is

$$\text{Proportion of Representation} = \frac{Y_i - X_i}{X_i} \times 100$$

The proportion of representation indicates the amount of overrepresentation (+) or underrepresentation (-); X_i indicates the percentage of the sample modal activities; Y_i indicates the proportion of the modal activities within a given category of participators. Thus, compared to the average number of total acts represented by the parochial mode, that mode of activity is underrepresented by a -53. This comparative technique can be used for a number of profiling variables. Verba, however, makes an important point in that "the amount of under- and overrepresentation is a function of both the number of percentage points and the size of the group". So a five percentage point difference for the smallest group of activities, such as the dynamic mode, makes a significant disproportion because the dynamic mode acts represent only 12% of the total; the same five percentage points for electoral activity differences, produces less disproportion. See Verba and Nie, Citizen Participators, p. 96.

Table 3-15

PERCENTAGE OF "GROUP" MODAL ACTIVITIES BY PERCENTAGE OF TOTAL MODAL ACTIVITIES



The activists are markedly underrepresented in parochial activities and overrepresented in cooperative and dynamic activities. Parents are significantly overrepresented in parochial activities, but are markedly underrepresented in cooperative, electoral, and dynamic activities. Citizens are significantly underrepresented in parochial and dynamic activities, but are somewhat overrepresented in cooperative and electoral acts. Voters are significantly overrepresented in electoral acts, but are equally significantly underrepresented in parochial, cooperative, and dynamic acts. Inactives, of course, are completely (-100) underrepresented in all modes. Compared to the average frequency of activity (6.8 acts per person), the activists are overrepresented by a +39, parents by a +24, while the citizens are underrepresented by a-40, voters by a -50, and inactives by a -100.

Summary of Q-Mode Analysis

Utilizing Q-mode analysis. five types of participators have been identified. The analysis for these types of participators has examined their modal characteristics:

The Inactives (5%). A small part of the local citizenry take no part in educational activity. They do not engage in electoral, cooperative, parochial, or dynamic activity. While there are a number of citizens who frequently or occasionally engage in just a few activities, it was determined that they should not be withdrawn from their group (assigned on the basis of Q-mode techniques) and lumped together. It would be difficult to determine the frequency level at which an individual is declared "inactive"; further, the groups are not formed on the basis of frequency of activity, but on the type of modal activity. Therefore, all relatively inactive citizens are not considered "inactives."

The Citizens (17%). The citizen group is a relatively non-dynamic, non-parochial set of participators, whose gross percentage of cooperative and electoral acts are somewhat overrepresented, but whose actual amount of activity in those modes are relatively underrepresented compared to the total sample. This group averages 4.09 acts per person and accounts for 10% of the total activity of the population. They perform none of the more difficult dynamic activities and only a few of the parochial activities.

The Parents (24%). These participants specialize in the parochial activities related to their children's school life. The group accounts for 72% of the total number of parochial acts; and, while the group shows underrepresentation on the other modes of activity, they are a fairly active group, with an above-average ratio of average per person activity (8.44). The parents represent 21% of the total cooperative activity, 24% of the total electoral activity, and 15% of the total dynamic activity.

The Voters (17%). Voters specialize in electoral activity, but they account for only 15% of the total amount of electoral activity. The group is underrepresented, both in terms of percent of group modal acts as well as by average number of group modal acts, across all modes of activity. Voters do not engage in many activities, especially those related to parochial, cooperative, and dynamic activities. The per-person average of 3.38 places them near the bottom in amount of participation. The group accounts for only 9% of the total activity of the population.

The Activists (37%). The activists group is both the largest and most active of the groups identified by the Q-mode analysis. With an average per-person rate of involvement of 9.47 activities, this group accounts for more than one-half of the total activity of the sample. While this group specializes in cooperative and dynamic activities, it dominates all but the parochial mode. The group accounts for 23% of the parochial activity, 65% of the cooperative activity, 47% of the electoral activity, and 80% of the dynamic activity.

The temptation to withdraw the most relatively active citizens from the parents and the activists was avoided, since such a post-hoc arrangement of individuals would distort the purpose of the Q-mode analysis. As a result, however, even though some individuals in the activist and parent groups may exhibit very high (or very low) rates of total activity, their "patterns" of activity relate them to a specific type of participator, and these patterns were kept intact.

Chapter Summary

This chapter has presented findings related to the frequency of educational activity, the modes of activity, and the types of educational participators. The study has moved from a conceptual framework of an empirical typology of participation which has taken into account information derived from the field study. Given the limitations of the small size, the study suggests several conclusions about the nature of educational participation.

More specifically, individuals engaged in a wide variety of educational activities, but they voted with much higher frequency as compared with other kinds of activity. Nearly 95% of the participants engaged in at least one educational activity. The most difficult educational acts were engaged in by a significant percentage of participants; forty percent of the participants took part in at least one of the twelve most difficult activities.

Initial analysis of correlation coefficients and subsequent confirmation by R-mode factor analysis indicated that the four conceptual modes of voting, campaign activity, particularized contacting, and communal activity inadequately explained the activity clusters. Empirically, four modes were suggested, which include electoral activity, parochial activity, cooperative activity, and dynamic activity.

Further analysis utilizing the Q-mode factor techniques identified five types of participators, which include activists, parents, citizens, voters, and inactives. The five empirical types of participators identified by the Q-mode analysis fairly approximate the modes identified in the R-mode analysis. The marked change from the conceptual modes occurred with the elimination of campaign activities as a distinct mode and campaign activists as a discrete type of participator. In addition, the analysis identified, in the parochial mode, a set of activities unique to educational participation; the concomitant type of participator, the parents, specialize in a narrow range of child-oriented contacting.[13]

Each type of participator specializes in some mode or modes of activity; but each mode is not dominated by a different type of participator. For activists, the cooperative and dynamic modes are most significant; for voters, the electoral mode; for the parents group, the parochial mode; and cooperative as well as electoral modes, for the citizens group. The inactives have no activity specialization. In terms of frequency of modal activity, the activists dominate the cooperative, dynamic, and voting modes; parents dominate the parochial mode; but citizens, voters, and inactives are underrepresented across all modes of activity.

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[13] The primary distinctions between the conceptual types of political participators identified by Verba and Nie and the empirical types of educational participators suggested by this study are as follows:

1. The educational inactives are considerably less active and constitute less of the sample than do the political inactives (5% vs. 22%).

2. The educational voters experience the same relatively low rate of activity, the specialization in electoral activities, and constitute about the same proportion of the sample (17% vs. 21%).

3. The educational parents specialize in parochial activities of an educational nature as do the parochial participants specialize in politically particularized activity. The parents, however, constitute 24% of the educational sample; the parochial participants constitute only 4% of Verba's political sample.

4. The citizens are much less active than Verba's communalists, although they form about the same percentage of the population (17% vs. 20%).

5. The campaigners do not become an identified group for educational participation. This Verba group represents about 15% of their sample. This fairly active group for Verba is divided between the parents and the activists, depending upon the rate of parochial activity by an individual citizen.

6. The educational activists represent 37% of the sample; Verba's complete activists represent 11%. Both activist groups rate low on parochial activities but strongly on the other three modes of participation. This group, in both studies, participates more frequently and on more "difficult" acts than do the other groups.

The profiling of types of participators will be refined and expanded with the analysis of the remaining study questions, which relate educational awareness, orientation toward participation, general attitudes, and demographic variables to types of participators.

CHAPTER IV

CHARACTERISTICS OF PARTICIPATORS

In order to examine the distinctive characteristics related to types of participators, this chapter analyzes the primary personal variables of educational awareness, participation orientation, general political, social, and educational attitudes, and socio-economic data. Educational awareness, participation orientation, and general attitudes variables are reviewed for reliability as well as for proportional representation relative to types of participators.[1] The final section of the chapter presents an overall profile of participators based on these primary personal variables.

The variables are examined in terms of significance level as well as for proportional representation. Appendix L lists means of the variables by types of participators; Appendix M presents standard deviation by types of participators; and Appendix N details significance levels of the variables.[2]

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[1] The general formula $\frac{Y_1 - X_1}{X_1} \times 100$ referred to in chapter III are applied to measures in this chapter. With the exception of socio-economic data, proportional over- and underpresentation are applied to differences between type of participator mean score and the overall mean for the variable. Socio-economic data proportion representation is based on percentage differences.

[2] Occupational status and educational occupation were not deemed suitable for derivation of means or significance level analysis. These two variables are discussed only in terms of proportional representations relative to types of participators.

Characterizing the descriptive ability of the variables, the proportional representation percentage is considered very high if the representation is 50% or over, moderately high if the representation lies between 20% and 49%, moderately low if the representation lies between -20% and -49%; and very low if the representation is -50% or less.

Participators and Educational Awareness

This section examines the reliability and proportional representation of the educational awareness composite variable. This composite variable partially measures information which citizens have about the educational system in which they can participate.

Educational awareness is composed of one conflict awareness item (Question 11), four leadership awareness items (Questions 12-15), and one issue awareness item (Question 16). Reliability data is presented in Table 4-1, and the resulting alpha coefficient shows a moderate .76 reliability level.

The educational awareness variable best measures the four leadership awareness questions, with correlations ranging from .73 for Question 13 to .79 for Question 15. The conflict awareness question (Question 11) exhibits a correlation of only .54, and the issue awareness question (Question 16) has a correlation of .52. The F-ratio for the educational awareness composite, 6.57, is significant at the .05 level.

Table 4-1*

RELIABILITY LEVELS FOR EDUCATIONAL AWARENESS QUESTIONS

Question Number	Correlation to Total Index
11	.54
12	.74
13	.73
14	.75
15	.79
16	.51
Composite	.76

* Question 17 was not found suitable for inclusion in this index. Its index correlation was low, and a number of respondents felt they could not answer the question.

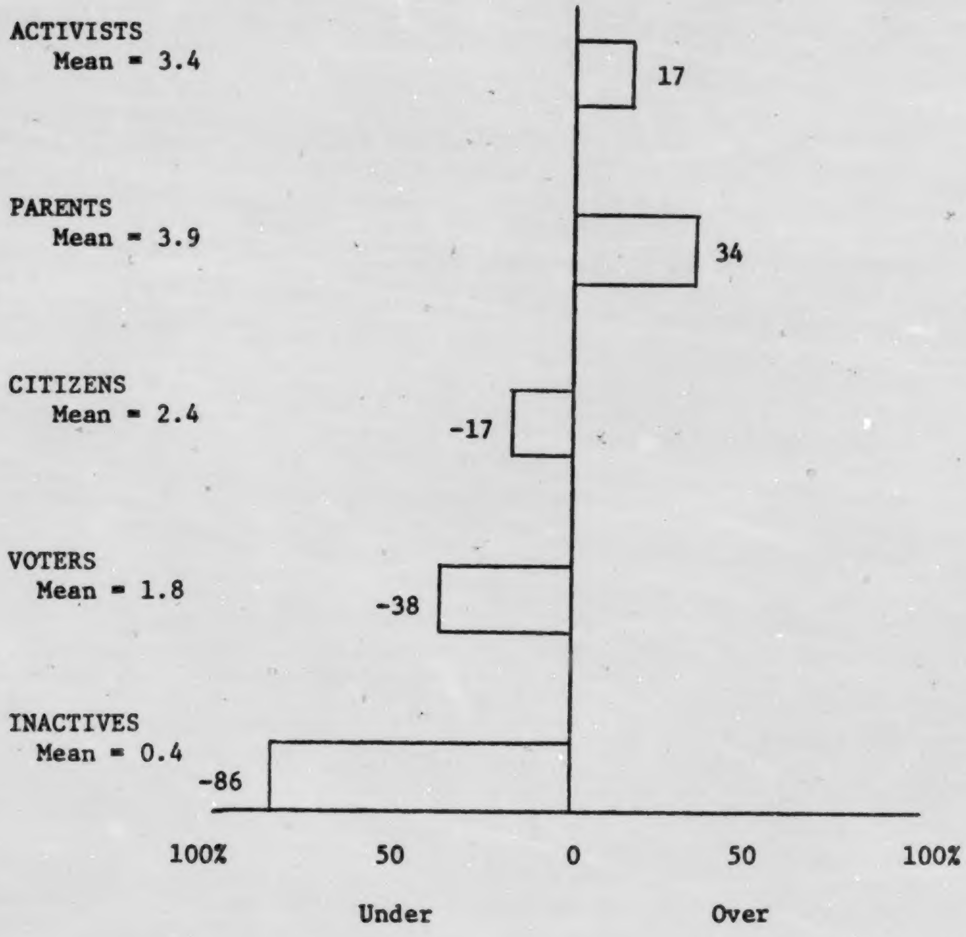
Table 4-2 employs proportional representation to investigate educational awareness. The average rate of educational awareness, based on a maximum score of 6, is 2.9. This average compares with a mean of 3.4 for the activists, 3.9 for the parents, 2.4 for the citizens, 1.8 for the voters, and 0.4 for the inactives. Parents are overrepresented by 34% and actives are overrepresented by 17%. The other groups are underrepresented: citizens by -17%, voters by -38% and inactives by -86%.

Since the composite is skewed in favor of school leadership identification questions, parents would be expected to demonstrate the highest level of awareness because of their greater proximity to school issues and educational leaders. Activists, although they participate frequently and engage in some of the more difficult activities, do not have the same proximity to school leaders. The other groups show descending levels of awareness, due to the lower frequency of activity and to their involvement in less school and child oriented activities.

More generally, parents are moderately overrepresented, at 34% above the index mean. Voters, with -38% underrepresentation, rank moderately low on educational awareness; and inactives are very low, with a representation score of -86%. This measure discriminates between activists and parents on the one hand and citizens, voters, and inactives on the other.

Table 4-2

PROPORTIONAL REPRESENTATION EDUCATIONAL AWARENESS BY TYPES OF PARTICIPANTS



Index Mean = 2.9

Participators' Orientation Toward Participation

This section examines the reliability and proportional representation of the orientation toward participation composite variable. This variable measures participator's current interest in school matters (Question 18), ideal level of participation in school affairs (Question 19), sense of responsibility to participate in school matters (Questions 20-22), and sense of efficacy relating to the practical influence of participation on the school affairs (Questions 23-25). The composite measure has an F-ratio of 6.57, and is significant at the .05 level.

Table 4-3 shows the correlation of the questions to the total orientation index. The total index alpha coefficient of .63 is fair. More specifically, the sense of efficacy items (Questions 23-25) correlate best to the index, with correlations ranging from .56 for Question 25 to .68 for Question 24. Sense of duty items (Questions 20-22) rank lowest, with correlations ranging from .28 for Question 20 to .49 for Question 21. Level of interest has a correlation of .58 and ideal level of participation correlates to the index by .47.

Sense of duty questions do not appear to be a good component of the index. One may conclude that interest, ideal level of participation, and efficacy alone would create a better scale.

Table 4-4 explores the relationship between the level of participation orientation and types of participators. Participators were scored from 0-8. Table 4-4 shows that the mean score for all participants is 6.3; this compares to a mean of 6.8 for activists,

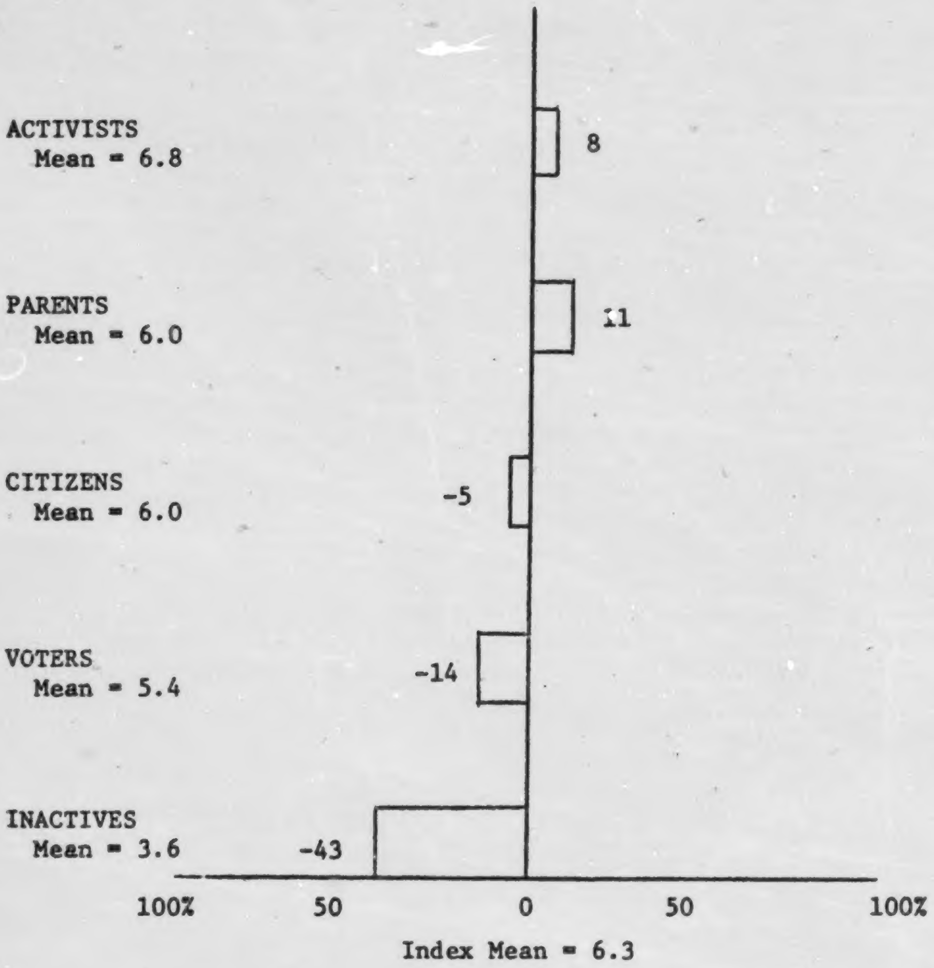
Table 4-3

RELIABILITY LEVELS FOR PARTICIPATION ORIENTATION QUESTIONS

Question Number	Correlation to Index
18	.58
19	.47
20	.28
21	.49
22	.39
23	.66
24	.68
25	.56
Composite	.63

Table 4-4

PROPORTIONAL REPRESENTATION
PARTICIPATION ORIENTATION BY TYPES OF PARTICIPATORS



7.0 for parents, 6.0 for citizens, 5.4 for voters, and 3.6 for inactives.

The variable appears to separate activists and parents from citizens, voters, and inactives. Activists and parents are slightly overrepresented, by 8% and 11% respectively; citizens and voters are slightly underrepresented, by -5% and -14% respectively; and inactives, exhibiting a moderately low level of participation orientation, are underrepresented by -43%.

Overall, the significant and moderately reliable orientation index suggests that participants demonstrate a high level of participation orientation. Those participants who are more active exhibit a greater level of interest, ideal level of participation, duty, and efficacy.

While activists and parents are slightly overrepresented, citizens and voters are slightly underrepresented. Inactives are moderately underrepresented by-43%. While participation orientation seems to decrease linearly from activists through inactives, the major contrast on this variable isolates the inactives from the other types of participators.

Political, Social, and Educational Attitudes of Participators

This section investigates six indices of general attitudes: three traditional and three progressive indices each based on political, social, and educational attitudes. These six variables assess general governmental, social, and school-related attitudes on traditional and on progressive questions. The initial set of twenty political questions, twenty-one social questions, and twenty-two educational questions was reduced to nineteen political, nineteen social, and nineteen educational questions following examination of initial reliability and factor analysis results.[3] The remaining variables formed the attitude indices which are analyzed below.

Significance levels were calculated for these indices. The political traditional attitude index, with an F-ratio of 2.70, is significant at the .05 level; the political progressive attitude index, with an F-ratio of 1.80 is not significant a t the .05 level; the social traditional attitude index, with an F-ratio of 1.40, is not significant; the social progressive attitude index, with an F-ratio of 0.09, is not significant; the educational traditional attitude index, with an F-ratio of 3.63, is significant; and the educational progressive index, with an F-ratio of 0.09, is not significant. Therefore, only two of the six general attitude variables are significant.

---

[3] General attitude questions eliminated after an initial inspection of reliability and factor analysis results were: Political Question 3, Social Questions 8 and 15, and Educational Question 10, 18, and 19. Eliminated questions showed very low correlation to the appropriate subsidies(political, social, educational traditional/ progressive index) and to the appropriate total traditional/ progressive index.

Attitude Reliability and Content Validity

Table 4-5 presents reliability data for the traditional attitude questions by political, social, and educational and total traditional indices. The composite index of ten political traditional questions produces an alpha coefficient of .61; the composite index of ten social traditional questions shows an alpha coefficient of .76; and the composite index of eight educational traditional questions gives an alpha of .76. The total traditional index alpha coefficient for the thirty traditional questions is .86.

Table 4-6 lists reliability data for the progressive attitude questions by political, social, and educational and total traditional indices. The composite index of nine political progressive questions produces an alpha of .76; the composite index of ten social progressive questions has an alpha of .65; and the composite index for the eight educational progressive questions has an alpha of .65. The total progressive index alpha coefficient for the twenty-seven progressive questions is .85.

The alpha coefficients for all indices are moderate and demonstrate fair index reliability. Total traditional and total progressive index reliability levels are quite good, although part of the high reliability can be attributed to the large number of items in these total indices.

An R-mode factor analysis was run on the fifty-seven attitude questions. Eighteen factors exhibited an eigenvalue in excess of 1.0. Not surprisingly, the number of values indicated a large number

Table 4-5

RELIABILITY LEVELS FOR TRADITIONAL ATTITUDE QUESTIONS BY POLITICAL, SOCIAL, AND EDUCATIONAL AND TOTAL TRADITIONAL INDICES

Question Number	Correlations for Traditional Indices	Correlations for Total Traditional Index
	Political Traditional	
Political 1	.3918	.3553
5	.3350	.1525
6	.4661	.3817
8	.5520	.3435
9	.3949	.2162
12	.4045	.3436
13	.5839	.5735
14	.5258	.4957
15	.5018	.4718
20	.5345	.4548
Composite	.6122 (N=10)	
	Social Traditional	
Social 1	.4617	.3637
5	.6066	.5054
6	.5204	.4285
9	.6368	.5883
12	.5569	.4427
13	.5743	.5909
14	.6724	.5708
19	.6397	.5632
21	.5629	.4941
Composite	.7553 (N=9)	
	Educational Traditional	
Educational		
1	.4599	.4877
5	.5350	.4955
6	.6143	.6044
9	.3397	.4001
11	.5373	.5362
13	.6626	.5357
14	.6109	.4619
15	.5613	.3552
16	.6962	.5632
20	.5496	.4346
21	.3970	.3568
Composite	.7575 (N=11)	

Total Traditional Index Alpha Coefficient = .8649 (N=30)

Table 4-6

RELIABILITY LEVELS FOR PROGRESSIVE ATTITUDE QUESTIONS
BY POLITICAL, SOCIAL, AND EDUCATIONAL
AND TOTAL PROGRESSIVE INDICES

Question Number	Correlations for Progressive Indices	Correlations for Total Progressive Index
	Political Progressive	
Political 2	.5782	.5175
4	.6710	.5936
7	.4491	.3587
10	.5848	.4557
11	.5556	.5012
16	.6908	.6623
17	.6432	.5738
18	.5392	.4937
19	.5610	.4885
Composite	.7617 (N=9)	
	Social Progressive	
Social 2	.4338	.3144
3	.6137	.6372
4	.5275	.4446
7	.5645	.4038
10	.4932	.3621
11	.6945	.4157
16	.4658	.3705
17	.3932	.2428
18	.5088	.5427
20	.4720	.3597
Composite	.6508 (N=10)	
	Educational Progressive	
Educational		
2	.6600	.4417
3	.4813	.2661
4	.5449	.3525
7	.5855	.4856
12	.5787	.5137
17	.5150	.4457
18	.4717	.3927
22	.4435	.3800
Composite	.6480 (N=8)	

Total Progressive Index Alpha Coefficient = .8493 (N=27) of separate factors constituting the attitude indices. However, data from rotations six to two suggested that the various factors were composed largely of clusters of traditional or progressive items.

The data for the two-factor solution are presented in Appendix O. The first two factors account for 13.5% and 10.5% of the variance respectively. Factor 1 includes all but two traditional questions; and Factor 2 lists all but one of the progressive questions. Separate progressive and traditional indices are demonstrated by the data. However, few distinctions among the political, social, and educational traditional and progressive questions are evident. These indices do not cluster so as to constitute separate social, political, and educational factors.

Reliability and factor analysis have verified the development of both relatively homogeneous traditional and progressive indices as well as reliable political, social, and educational traditional and progressive indices. Nevertheless, only the political and educational traditional indices prove to be statistically significant at the .05 level.

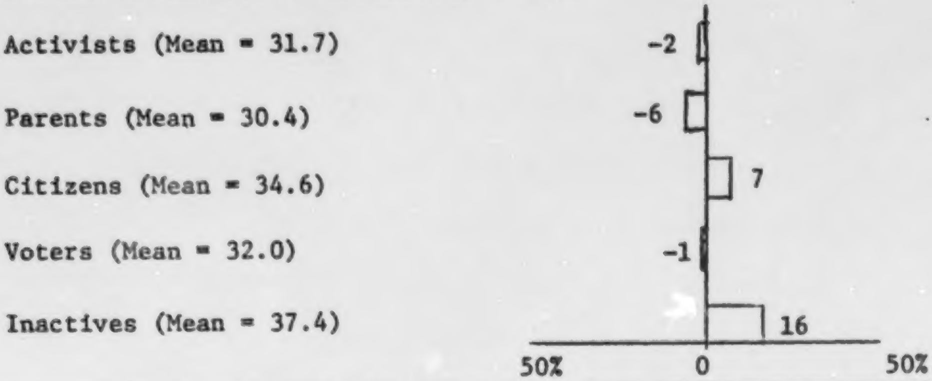
Traditional and Progressive Attitudes of Participators

Table 4-7 relates political, social, and educational traditional attitudes to types of participators. On the political traditional index, citizens and inactives are distinguished somewhat from activists, parents, and voters. On the social traditional index. parents are slightly differentiated from the other types of participators. And, on the educational traditional index, activists are

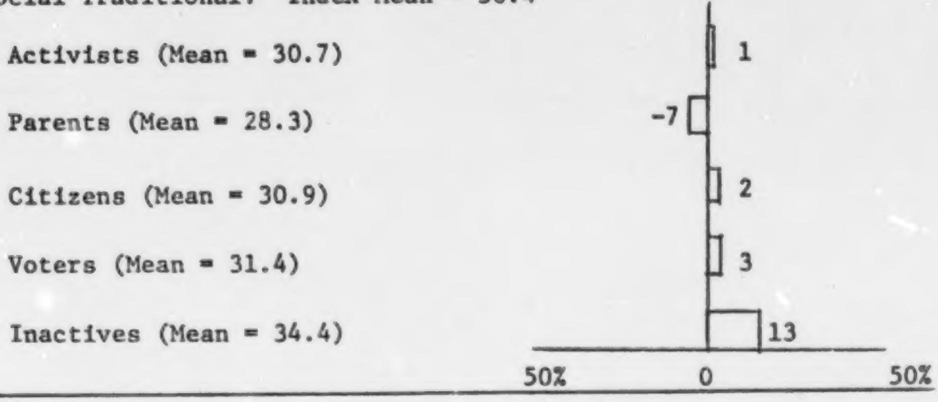
Table 4-7

PROPORTIONAL REPRESENTATION
POLITICAL, SOCIAL, EDUCATIONAL TRADITIONAL ATTITUDES
BY TYPES OF PARTICIPATORS

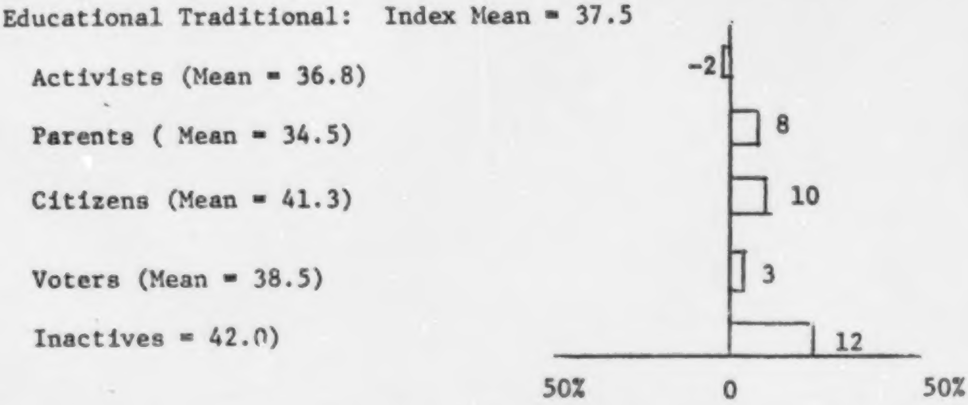
A. Political Traditional: Index Mean = 32.2



B. Social Traditional: Index Mean = 30.4



C. Educational Traditional: Index Mean = 37.5



slightly distinguished from the other types of participators. On each index, citizens and inactives are slightly overrepresented. Inactives have a somewhat higher level of overrepresentation on each index than any other type of participators. No clear pattern of discrimination is exhibited among these three indices.

Table 4-8 details political, social, and educational progressive attitudes to types of participators. Activists and voters are slightly different than parents, citizens, and inactives on the political progressive index; each type of participator ranks similarly on the social progressive index; and the differences on the educational progressive index are minimal. Little differentiation is evident among types of participators in relation to progressive attitude indices.

In summary, while reliable indices have been created for these traditional and progressive measures, only two of the indices are significant, and no discernable pattern of discrimination is evident among types of participators on either the progressive or traditional variables.

Socio-Economic Characteristics of Participants

The final series of general questions posed for this research relates to the analysis of socio-economic characteristics of the types of participators. This section examines levels of education, occupation, and income in addition to variables identifying length of residence, sex, age, race, parent status, and children in school.

Table 4-8

PROPORTIONAL REPRESENTATION
POLITICAL, SOCIAL, EDUCATIONAL PROGRESSIVE ATTITUDES
BY TYPES OF PARTICIPATORS

A. Political Progressive: Index Mean = 27.1

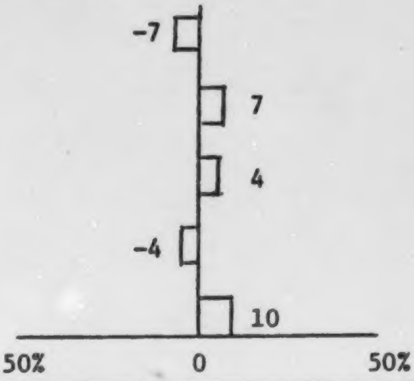
Activists (Mean = 25.3)

Parents (Mean = 29.1)

Citizens (Mean = 28.3)

Voters (Mean = 26.1)

Inactives (Mean = 29.9)



B. Social Progressive: Index Mean = 38.2

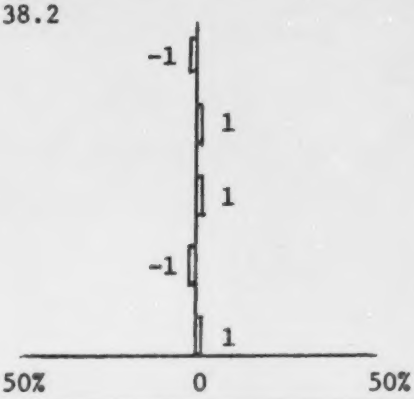
Activists (Mean = 37.9)

Parents (Mean = 38.6)

Citizens (Mean = 38.4)

Voters (Mean = 37.8)

Inactives (Mean = 38.4)



C. Educational Progressive: Index Mean = 29.3

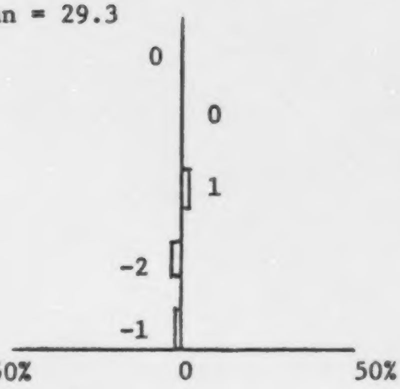
Activists (Mean = 29.2)

Parents (Mean = 29.4)

Citizens (Mean = 29.6)

Voters (Mean = 28.8)

Inactives (Mean = 29.7)



Significance levels, where appropriate, and proportional representation are determined for each variable in order to suggest additional characteristic of the types of participators.

Educational Level

Table 4-9 refers to the proportional representation of educational level by types of participators. Educational level is composed of six categories: "one to eight years of schooling", "some high school", "completed high school", "some college", "completed college", "completed college", and "some post baccalaureate work." As a composite variable, educational level has an F-ratio of 4.96 and is significant at the .05 level.

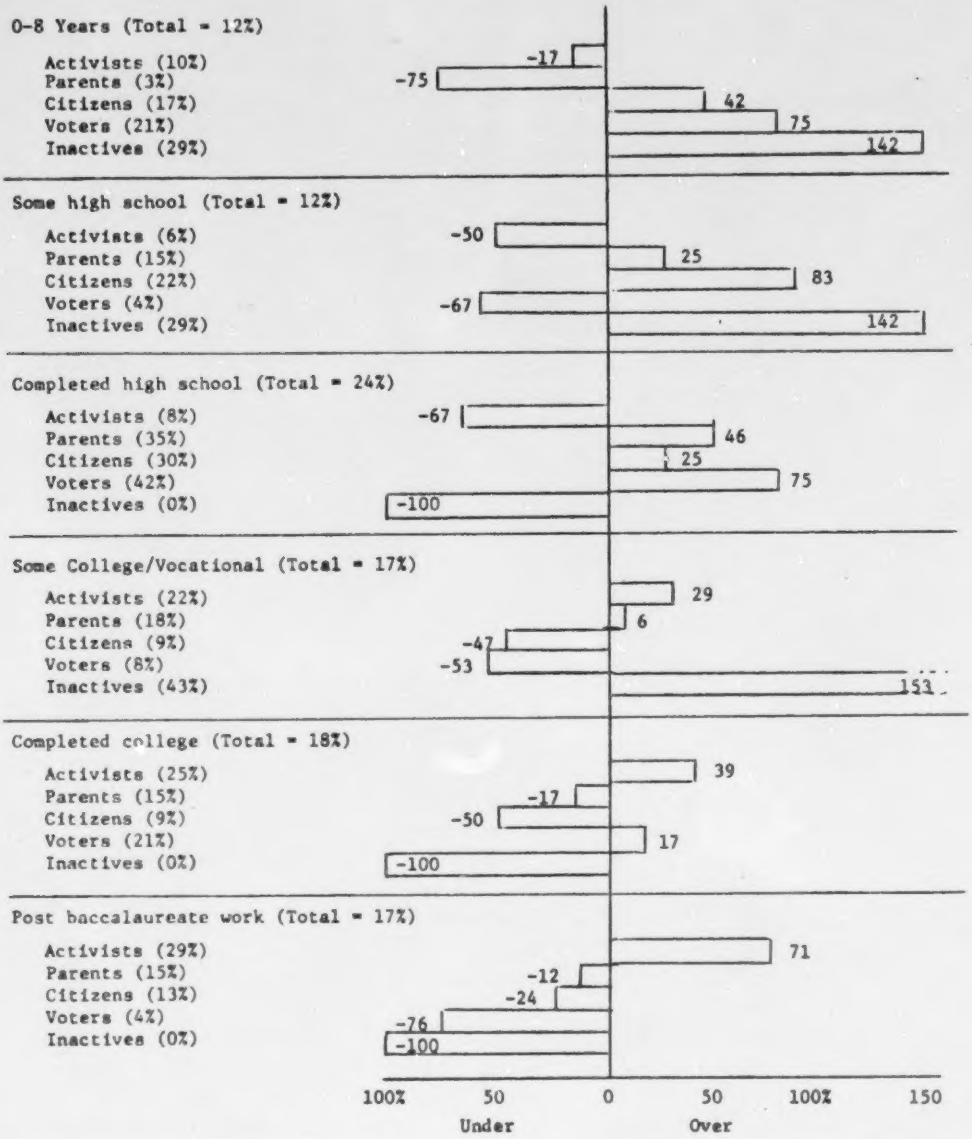
Zero to eight years of schooling (12%). Parents rank very low on this measure. Their proportion of participants is underrepresented by -75%. Voters, at 75% above average, and inactives, at 142% above average, are highly represented. Citizens rank 42% above the average percentage, and are moderately represented on this measure. Discrimination is strongest between parents on the one hand and citizens, voters, and inactives on the other.

Some high school (12%). Activists, underrepresented by -50%, and voters, underrepresented by -67%, exhibit very low representation on this measure. Parents are moderately overrepresented by 25%; and citizens and inactives are highly overrepresented by 83% and 142% respectively. Differentiation is strongest between parents, citizens, and inactives as opposed to activists and inactives.

Table 4-9

PROPORTIONAL REPRESENTATION
EDUCATIONAL LEVEL BY TYPES OF PARTICIPATORS

EDUCATIONAL LEVEL



Completed high school (24%). Activists and inactives show very low representation on this measure, falling -67% and -100% below the measure average respectively. Voters are highly represented by 75%; and parents and citizens are moderately overrepresented by 46% and 25% respectively. Parents, citizens, and voters are distinguished from activists and inactives on this measure.

Some college/vocational (17%). Inactives are highly represented by this measure, exhibiting 153% above the measure average. Actives are moderately represented, ranking 29% above average. Citizens and voters fall -47% and -53% below average in their proportional representation. Parents show a slight positive overrepresentation. Inactives and actives are primarily differentiated from citizens and voters on this measure.

Completed college (18%). Only activists, at 39% above average representation, are moderately overrepresented. Citizens and inactives rank very low on percentage of participators completing college, at -50% and -100% below average respectively. Parents fall somewhat below average, and voters rank somewhat above average on the measure. Most evident discrimination counterposes inactives and citizens with activists.

Post baccalaureate work (17%). Activists are highly represented on this level of education, achieving 71% above average representation. All other groups fall below average. Citizens rank a moderately low -24%; and voters and inactives exhibit very low proportions, with -76% and -100% respectively. "Post baccalaureate work" distinguishes activists from citizens, voters, and inactives.

Measure summary. Generally, the activists appear to have achieved the highest levels of education and, with the exception of "some college", inactives the lowest. Inactives' overrepresentation of individuals with "some college" can be attributed to the proportionately large number of students in that type of participator. Voters and citizens tend to rank higher in the lower levels of educational attainment. Parents demonstrate lower educational levels than do activists.

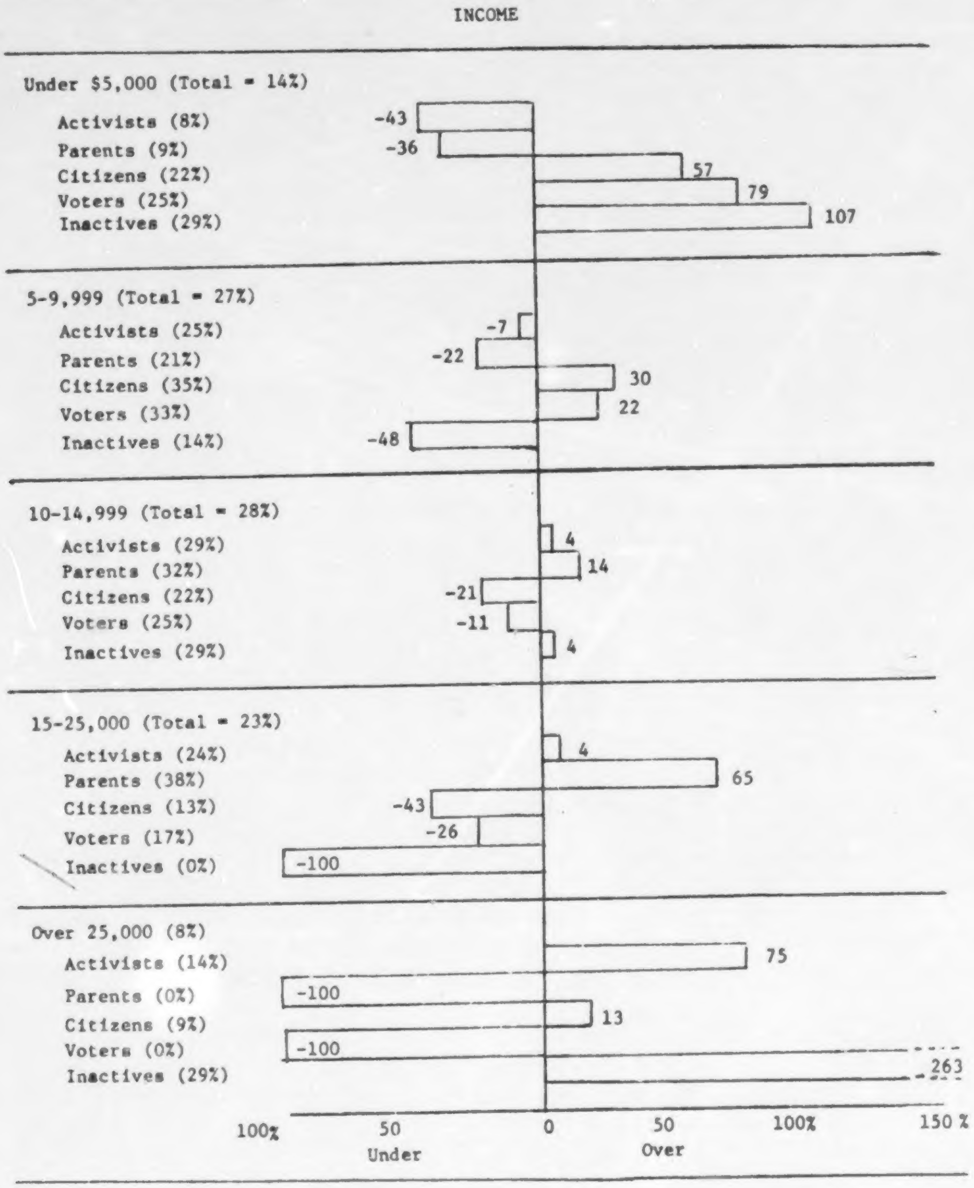
Activists are highly overrepresented on the "post baccalaureate work" measure and are moderately overrepresented on the "some college" measure. Parents are moderately overrepresented on the "some high school" and "completed high school" measures; they rank very low on "zero to eight years of school." Citizens are highly overrepresented on the "some high school" measure, moderately overrepresented on "zero to eight years of school", and "completed high school" measures; they are moderately low on "some college" and "post baccalaureate" measures; and they rank very low on the "completed college" measure. Voters are highly represented on "zero to eight years of school" and "completed high school" measures; they rank moderately low on "post baccalaureate work" and very low on "some high school" and "some college" measures.

Income

Table 4-10 presents data relative to the five categories of income level. Income level is composed of the following categories:

Table 4-10

PROPORTIONAL REPRESENTATION
INCOME BY TYPES OF PARTICIPATORS



"under $5,000"; "$5,000 - $9,999"; $10,000 - $14,999"; $15,000 to $25,000"; and "over $25,000." This composite variable is not statistically significant (F-ratio is 2.42).

Under $5,000 (14%). Activists and parents both show moderately low representation on this measure; they fall -43% and -36% below average representation on the "under $5,000 measure." Citizens, voters, and inactives are all highly overrepresented. Citizens rank 57% above the average; voters, 79%; and inactives 107%. Activists and parents are distinguished from citizens, voters, and inactives.

$5,000 - $9,999 (27%). Citizens, with 30%, and voters, with 22% are moderately overrepresented. Parents, with -22%, and inactives, with -48%, are moderately underrepresented. Primary discrimination counterposes citizens and voters with parents and inactives.

$10,000 - $14,999 (28%). Citizens are moderately underrepresented by -21%. Activists, parents, and inactives show slight overrepresentation; and voters show some underrepresentation. It appears that discrimination on this measure is moot.

$15,000 - $25,000 (23%). Parents are highly overrepresented by 65%; and inactives are highly underrepresented by -100%. Citizens and voters are moderately underrepresented by -43% and -26% respectively. Parents, then, are distinguished from citizens, voters, and inactives.

Over $25,000 (8%). Inactives rank very high in this category, at 263% above average representation. Highly represented also are the activists, at 75% above average. Parents and voters each have no representation in this category; therefore, they rank -100% below average. This measure separates activists and inactives from parents and voters.

Measure summary. Activists evidence the highest income proportions; citizens and voters show the lowest levels of income. Parents rank strongest in the median levels of $10,000-$25,000. Inactives represent the extremes, being highly overrepresented in both the lowest level and in the highest level of income. This anomaly can be accounted for in part by the overrepresentation of students earning low incomes and older citizens earning high incomes.

Occupation

Table 4-11 outlines proportional representation of occupational level by types of participators. This composite measure consists of eight categories: "professional/technical"; "education" (separated from professional/technical); "manager/official"; "service"; "student"; "housewife"; "retired"; and "other." This variable was deemed unsuitable for the computation of significance levels.

Professional/technical (12%). Inactives and citizens are highly underrepresented by this measure, falling -67% and -100% below the average proportion. Parents and voters are moderately overrepresented by 50% and 42% respectively. Therefore, parents and voters are distinguished most strongly from citizens and inactives.

Education (12%). Activists are highly overrepresented by 125%. Parents are moderately underrepresented by -25%. Citizens, voters, and inactives have no participants in this category; thus, they are

Table 4-11

PROPORTIONAL REPRESENTATION
OCCUPATION BY TYPES OF PARTICIPATORS

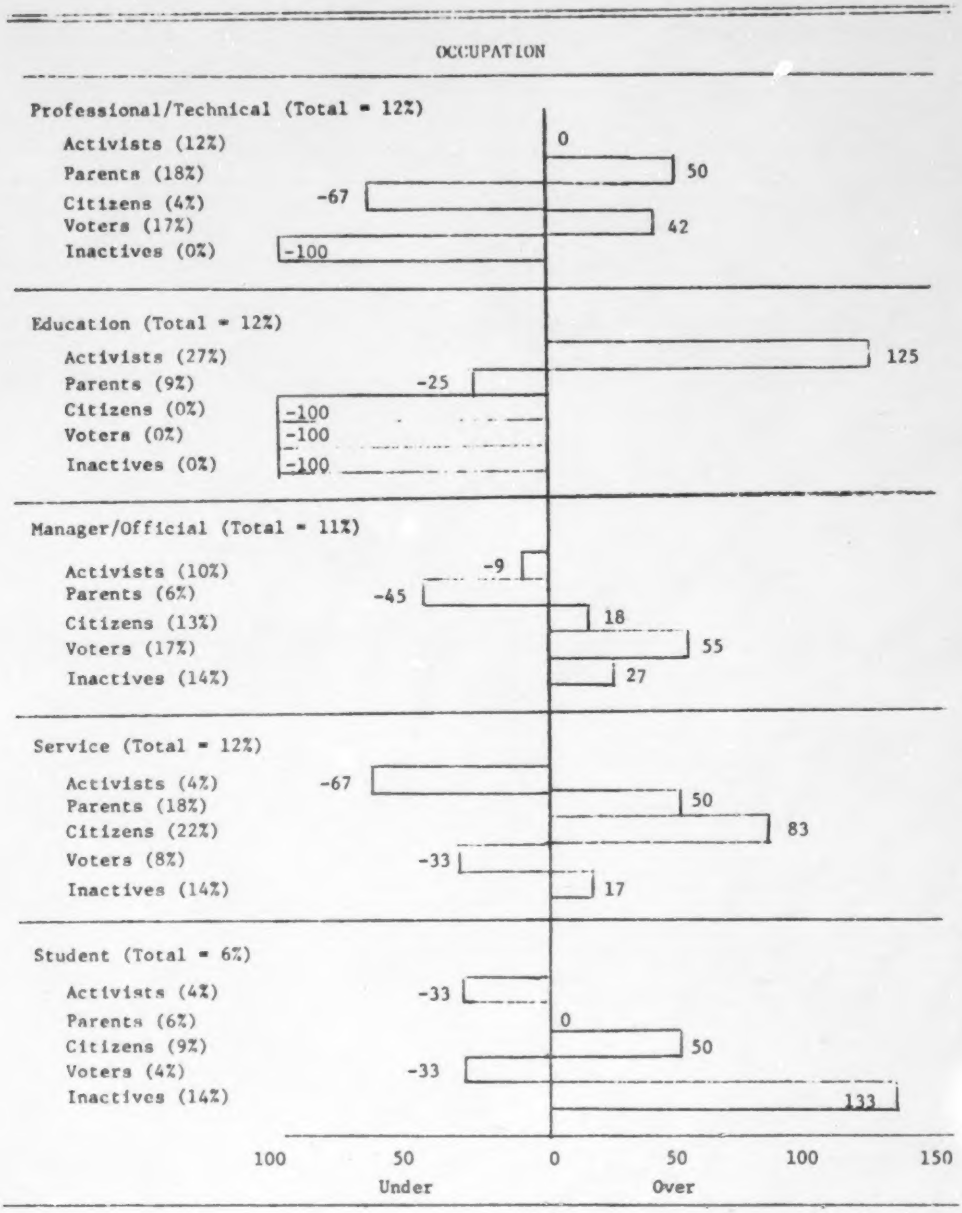


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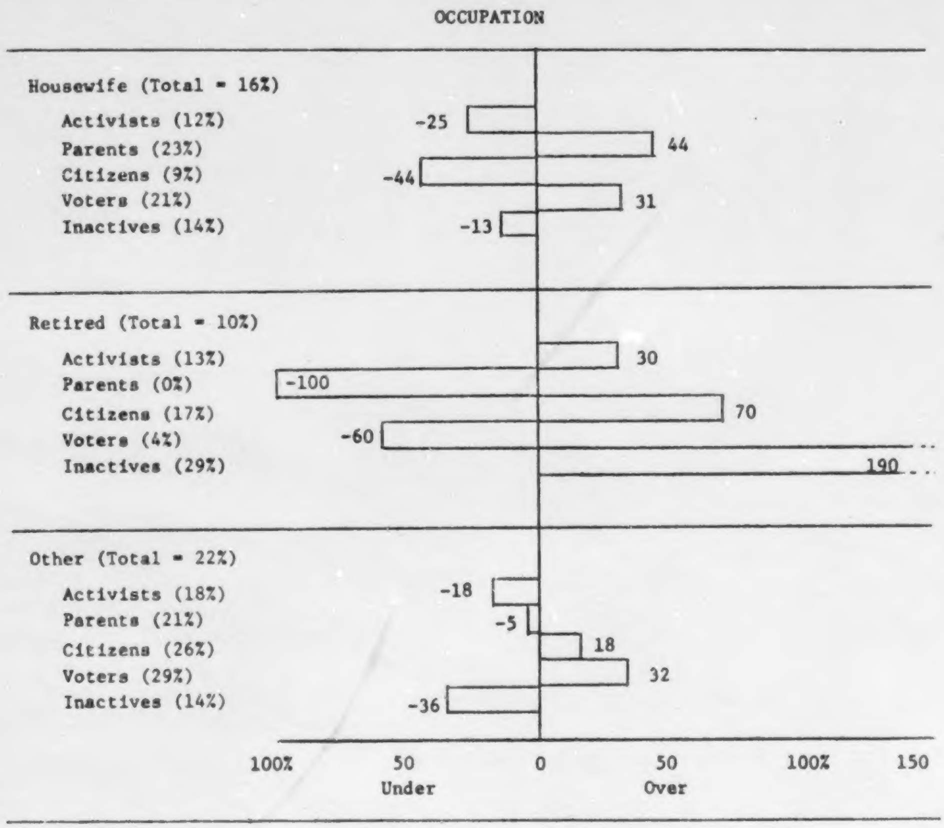
Table 4-11 (Continued)

PROPORTIONAL REPRESENTATION
OCCUPATION BY TYPES OF PARTICIPATORS



underrepresented by -100%. This measure clearly distinguishes activists from the other types of participators.

Manager/official (11%). Voters are highly overrepresented in the "manager/official" category, exhibiting 55% above average representation. Inactives have a moderate 27% overrepresentation, while parents show a moderate -45% underrepresentation. Activists also exhibit a slight underrepresentation in this category. Parents are distinguished from voters and citizens by this measure.

Service (12%). Activists are underrepresented by -67% in service occupations; and voters are moderately underrepresented by -33%. Parents and citizens are both highly overrepresented, by 50% and 83% respectively. This measure separates activists and voters from parents and citizens.

Student (6%). In the student category, inactives and citizens are highly overrepresented by 133% and 50% respectively. Activists and voters are each moderately underrepresented by -33%. The measure discriminates between activists and voters on the one hand and citizens and inactives on the other.

Housewife (16%). Parents, with 44%, and voters, with 31%, are moderately overrepresented in this category. Activists and citizens are underrepresented by -25% and -44% respectively. Discrimination of activists and citizens from parents and voters is evident on this measure.

Retired (10%). Citizens and inactives exhibit high overrepresentation of retired participants, by 70% and 190% respectively.

Activists are moderately overrepresented by 30%. Parents and voters both have very low representation, by -100% and -60% respectively. Parents and voters are distinguished from activists, citizens, and inactives.

Other (22%). In this composite "other" category, voters are moderately overrepresented by 32% and inactives are underrepresented by -36%. This measure produces some discrimination between voters and inactives.

Measure summary. Activists are highly represented in "education" occupations and moderately represented in the "retired" category; they exhibit low representation in the "student" and "housewife" categories; and show very low representation in the "service" category. Parents are highly represented in the "service" category and moderately represented in the "professional/technical" and "housewife" categories; they exhibit low representation in the "education" and "manager/official", categories; and they have very low representation in the "retired" category. Citizens are highly represented in "service", "student", and "retired" categories; they show low representation in the "housewife" category; and they exhibit very low representation in the "professional/technical" and "education" categories. Voters are highly represented in the "manager/official" category and moderately represented in the "professional/technical", "housewife", and "other" categories. Inactives are highly represented in the "student" and "retired" categories and moderately represented in the "manager/official" category. They show low representation in "professional/technical" and "education" categories.

Occupational Relationship to Educational Institutions

More specific information related to occupation is presented in Table 4-12. This variable investigates whether a participators' occupations are related to an educational institution. The composite measure consists of four categories: "no affiliation", affiliation with a "town or county school", affiliation with the "local college", affiliation with a "non-county educational office." This variable was deemed unsuitable for computation of significance levels.

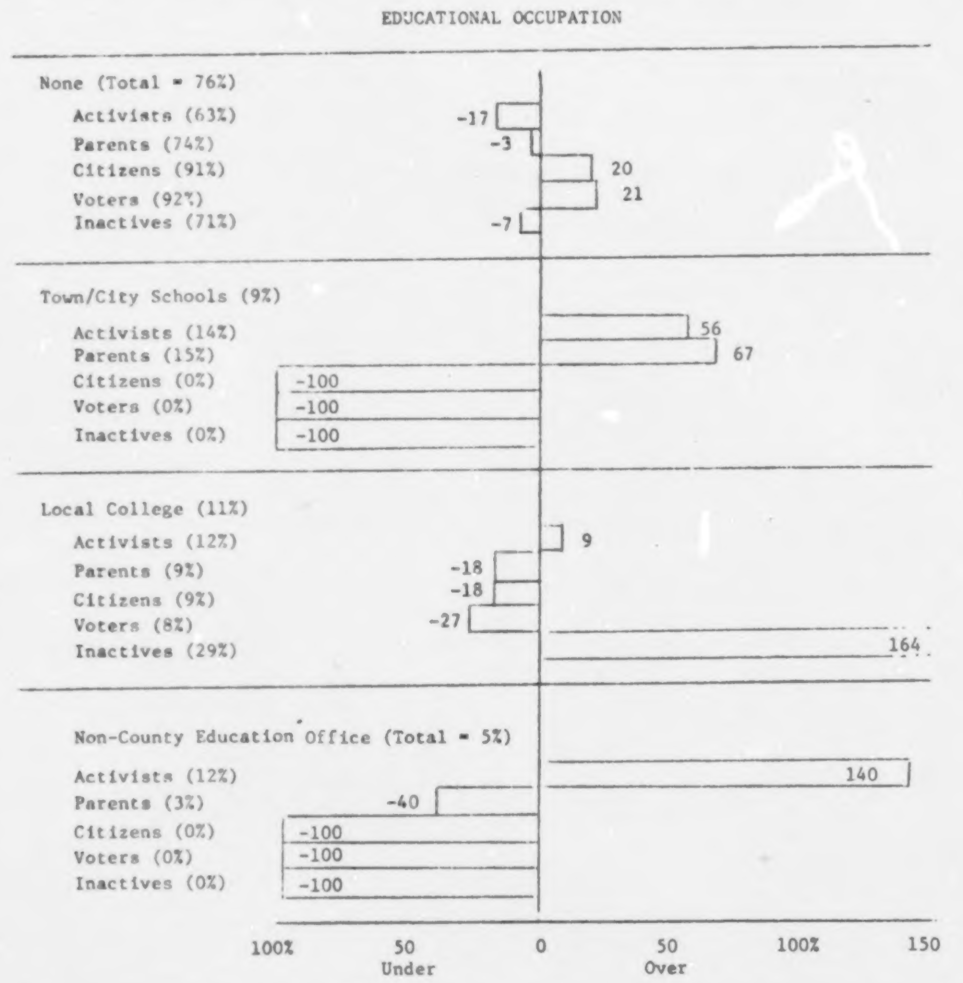
No affiliation (76%). Citizens and voters, at 20% and 21% respectively, are moderately represented in the proportion of participants having no relationship to an educational institution. Activists, parents, and inactives have slightly negative representation on this measure. Moderate discrimination distinguishes citizens and voters from the other groups.

Town and county schools (9%). Activists and parents rank highly on this measure, exhibiting 56% and 67% overrepresentation respectively. Citizens, voters, and inactives each show a very low -100% under representation. This measure clearly discriminates activists and parents from citizens, voters, and inactives.

Local college (11%). The inactives are highly represented on this measure, exhibiting a 164% representation compared to the average for all participants. Voters show low representation of -27%. This measure distinguishes inactives from all other groups.

Table 4-12

PROPORTIONAL REPRESENTATION: OCCUPATIONAL APPLICATION WITH EDUCATIONAL INSTITUTION BY TYPES OF PARTICIPATORS



Non-county educational office (5%). Activists are highly represented by 140%. Parents have a low representation of -40%; and citizens, voters, and inactives have a very low representation of -100%. Activists are strongly distinguished from all other types of participators.

Measure summary. Activists are highly represented in "non-county educational office" relationships and are moderately represented in "town and county school" occupational affiliation. Parents are highly represented in "town and county school" affiliation; this type of participator demonstrates moderately low representation in "non-county educational office" affiliation. Citizens are moderately represented in the "no affiliation" category and have very low representation in "town and county school" and "non-county educational office" affiliation. Voters are moderately represented in the "no affiliation" category and exhibit moderately low representation in the "local college" category; they have very low representation in "town and county school" and "non-county educational office" affiliations. Inactives are highly represented in the "local college" category, and they exhibit very low representation in "town and county school" and "non-county educational office" affiliations.

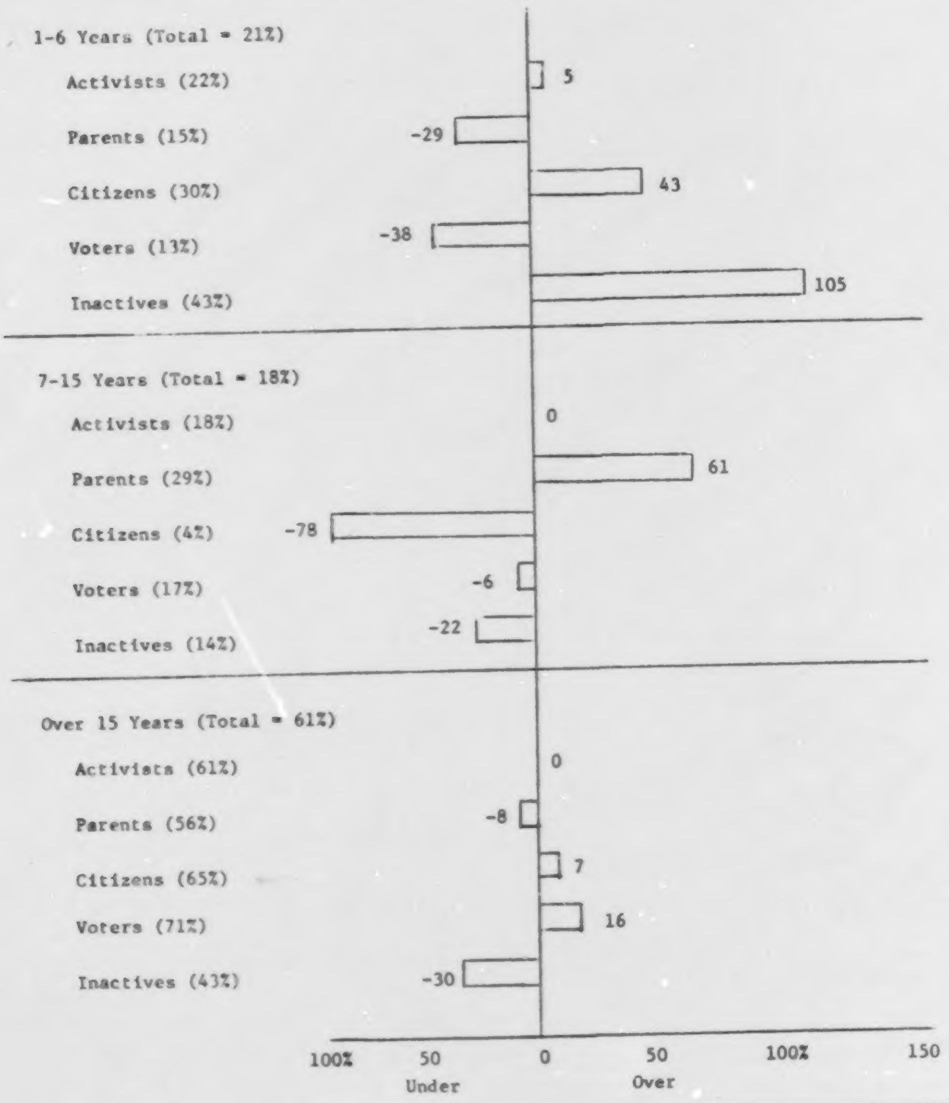
Length of Residence

Data pertaining to length of residence by types of participators are presented in Table 4-13. Length of residence is a composite variable made up of three categories: residence of "one to six

Table 4-13

PROPORTIONAL REPRESENTATION
LENGTH OF RESIDENCE BY TYPES OF PARTICIPATORS

RESIDENCE



years", "seven to fifteen years", and residence "over fifteen years". As a composite variable, length of residence, with an F-ratio of 0.75, is not statistically significant at the .05 level.

One to six years of residence (21%). Inactives are highly represented on this measure, at 105% above average. Citizens are moderately overrepresented by 43%. Parents and voters exhibit low representation, by -29% and -38% respectively. Citizens and inactives are distinguished from parents and voters on this measure.

Seven to fifteen years residence (18%). Parents are highly represented by 61%; citizens show a very low representation of -78%. Inactives exhibit a low representation of -22%. The strongest discrimination separates citizens and inactives from parents.

Over fifteen years residence (61%). Inactives have a moderately low representation of -30% on this measure. Parents are slightly below average, while citizens and voters are somewhat above average in their proportions of participators in this category. Some discrimination exists between the inactives and the other groups.

Measure summary. Activists exhibit no significant deviation from the average proportion of participants in the three residence categories. Parents are highly represented in the "seven to fifteen years" residence category, but they are underrepresented in the "one to six years" category. Citizens are moderately overrepresented in the "one to six years" category, but are very low in the "seven to fifteen years" category. Voters exhibit low representation in the "one to six years" category. And inactives are highly represented in the "one to six years" category, but they are moderately low in the "over fifteen years" category. While a majority of the participants (61%) have lived in the county over fifteen years, the inactives represent the most recent county residents.

Sex

Table 4-14 refers to the proportional representation of sex by types of participators. The sex variable is composed of two categories: "male" and "female". As a composite variable, sex, with an F-ratio of 3.31, is statistically significant at the .05 level.

Male (50%). While citizens moderately overrepresent men by 22%, parents highly underrepresent men by -52%. Activists, voters, and inactives slightly overrepresent men. Parents are distinguished from the other types of participators in this measure.

Female (50%). Parents highly overrepresent women by 52%; the other types of participators slightly underrepresent women. Citizens underrepresent women by -22%.

Measure summary. The parents type of participator is dominated by women; in the other categories, men are the numerical larger.

Age

Table 4-15 presents the composite variable of age as it is broken down into six categories: "twenty to twenty-nine"; "thirty to thirty-nine"; "forty to forty-nine"; "fifty to fifty-nine"; "sixty to sixty-five"; and "over 65". This composite variable has an F-ratio

Table 4-14

PROPORTIONAL REPRESENTATION
SEX BY TYPES OF PARTICIPATORS

SEX

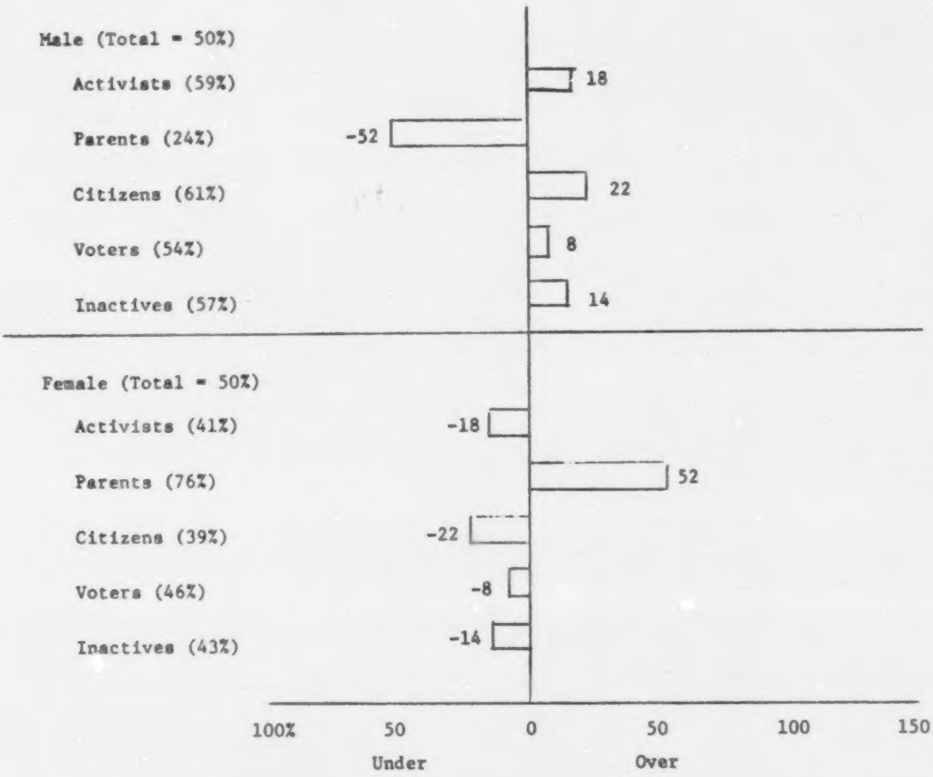
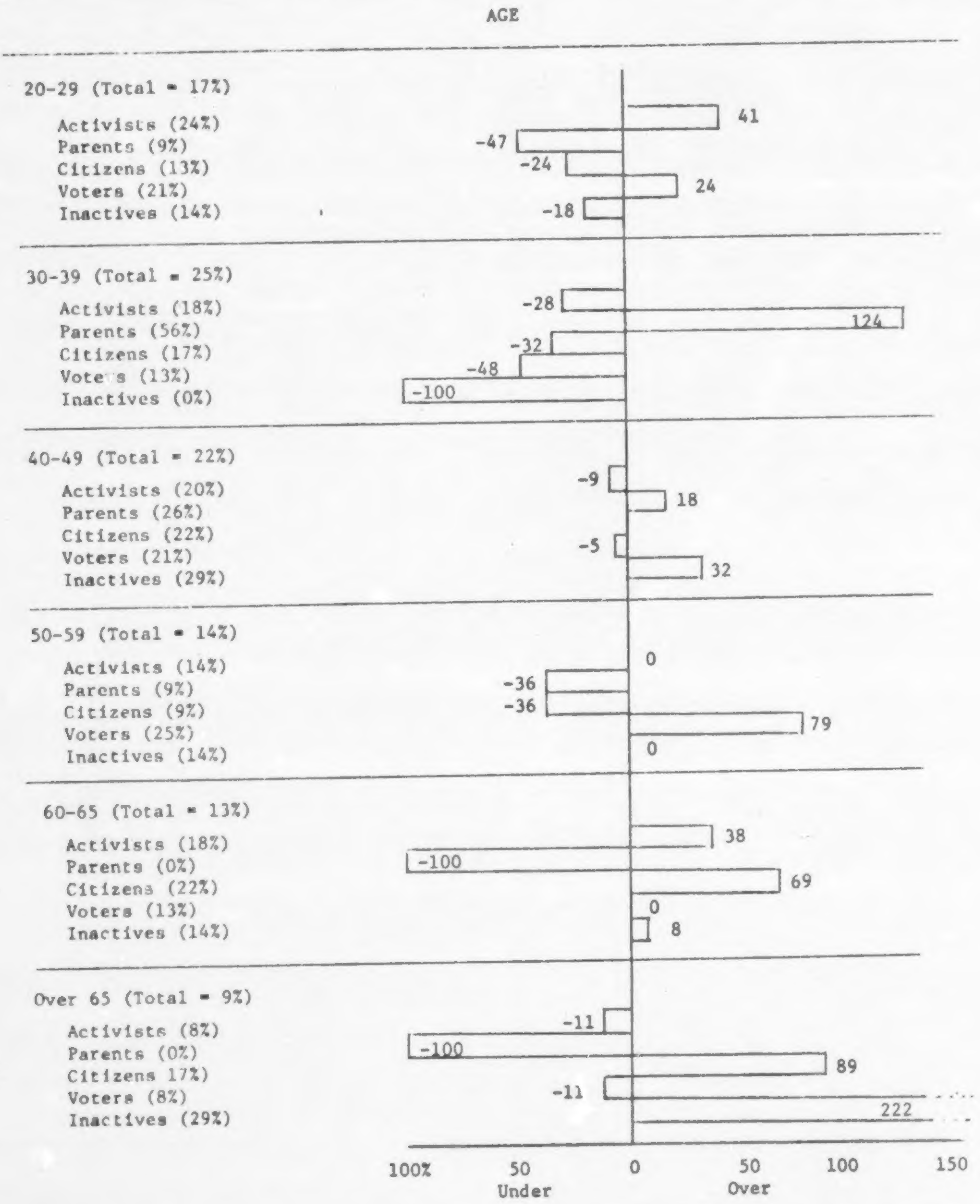


Table 4-15

PROPORTIONAL REPRESENTATION
AGE BY TYPES OF PARTICIPATORS



of 3.44 and is statistically significant at the .05 level.

Twenty to twenty-nine (17%). Activists are moderately represented by 41%, and voters are moderately represented by 24%. Parents and citizens have moderately low representation, by -47% and -24% respectively. Activists and voters are distinguished from parents, citizens, and inactives.

Thirty to thirty-nine (25%). Parents are highly over represented by 124%; activists, citizens, and voters are moderately underrepresented, by -28%, -32%, and -48% respectively. Inactives, with no participators in this category, are underrepresented by 100%. Parents are differentiated from the other groups by their high overrepresentation in this category.

Forty to forty-nine (22%). Inactives are moderately overrepresented in this measure. Activists and voters are slightly below average in representing this age group, parents are somewhat above average representation of this age category. Some differentiation between inactives and activists occurs in this measure.

Fifty to fifty-nine (14%). Voters are highly overrepresented by 79%, while parents and citizens are underrepresented by a low -36%. This measure distinguishes between voters on the one hand and parents and citizens on the other.

Sixty to sixty-five (13%). Citizens are highly overrepresented by 69%, and activists are moderately overrepresented by 38%. Parents exhibit a very low representation of -100%. Activists and citizens are differentiated from parents on this measure.

Over sixty-five (9%). Inactives and citizens are highly overrepresented with 222% and 89% respectively. Parents are underrepresented by a very low -100%.

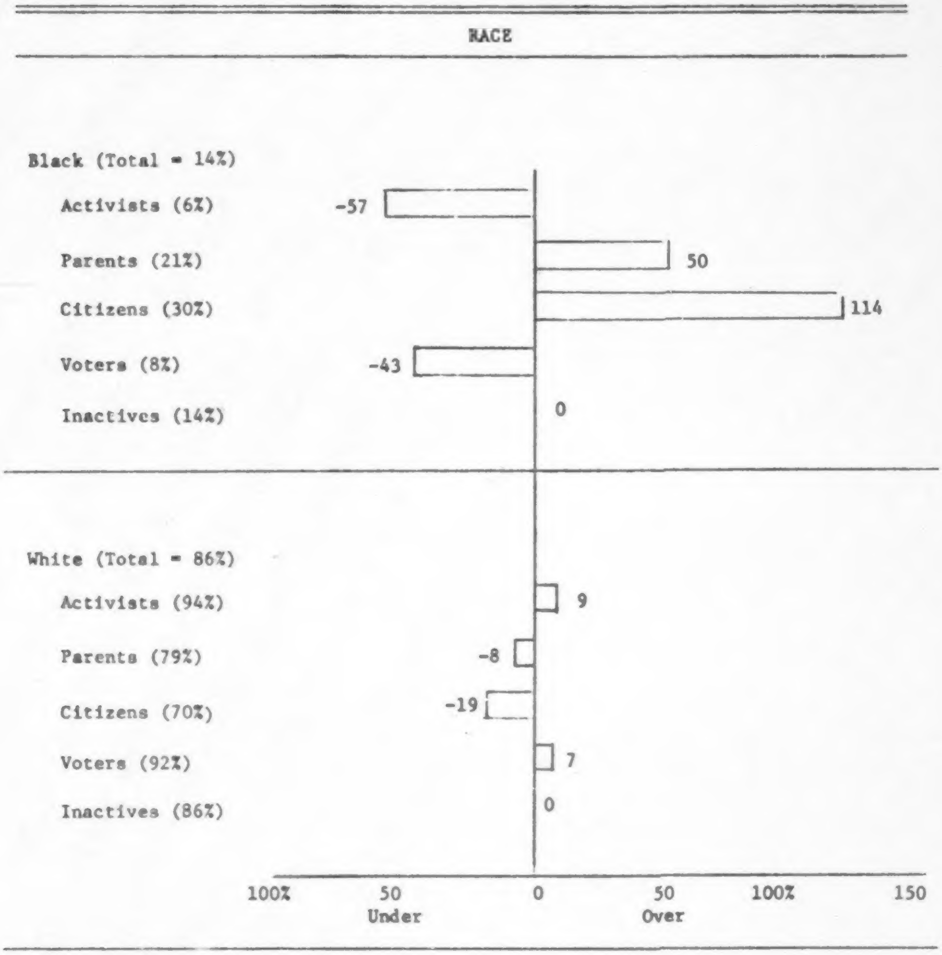
Measure summary. Activists are moderately overrepresented in "twenty to twenty-nine" and "sixty to sixty-five" age categories; they are moderately underrepresented in the "thirty to thirty-nine" age category. Parents are highly overrepresented in the "thirty to thirty-nine" age category, moderately underrepresented in the "twenty to twenty-nine," "fifty to fifty-nine", "sixty to sixty-five", and "over sixty-five" categories. Citizens are highly overrepresented in the "sixty to sixty-five" and over "sixty-five" categories and are moderately underrepresented in the "twenty to twenty-nine", "thirty to thirty-nine", and "fifty to fifty-nine" categories. Voters are highly overrepresented in the "fifty to fifty-nine" category, moderately overrepresented in the "twenty to twenty-nine" category, and moderately underrepresented in the "thirty to thirty-nine" category. Inactives are highly overrepresented in the "over sixty-five" category, moderately overrepresented in the "forty to forty-nine" category, and highly underrepresented in the "thirty to thirty-nine" category.

Race

Racial identification pertinent to the participators of this study differentiates only between "black" and "white." Table 4-16 details information relative to racial identification. With an F-ratio of 2.48, this variable is statistically significant at the

Table 4-16

PROPORTIONAL REPRESENTATION
RACE BY TYPES OF PARTICIPATORS



.05 level.

Black (16%). Citizens and parents highly overrepresent black participants, with 114% and 50% overrepresentation respectively. Activists and voters underrepresent blacks, with -57% and -43% respectively. Parents and citizens are differentiated from activists and voters on this measure.

White (86%). Activists and voters slightly overrepresent whites,while parents and citizens somewhat underrepresent whites.

Measure summary. Parents and citizens have a relatively high proportion of blacks compared to the other types of participators. Activists include a very low proportion of blacks, while voters have a moderately low proportions of blacks as participators. Concomitantly, parents and citizens underrepresent whites, while activists and voters slightly overrepresent whites.

Parent Status

Table 4-17 indicates the parent status of participators. The variable has an F-ratio of 4.48 and is statistically significant at the .05 level.

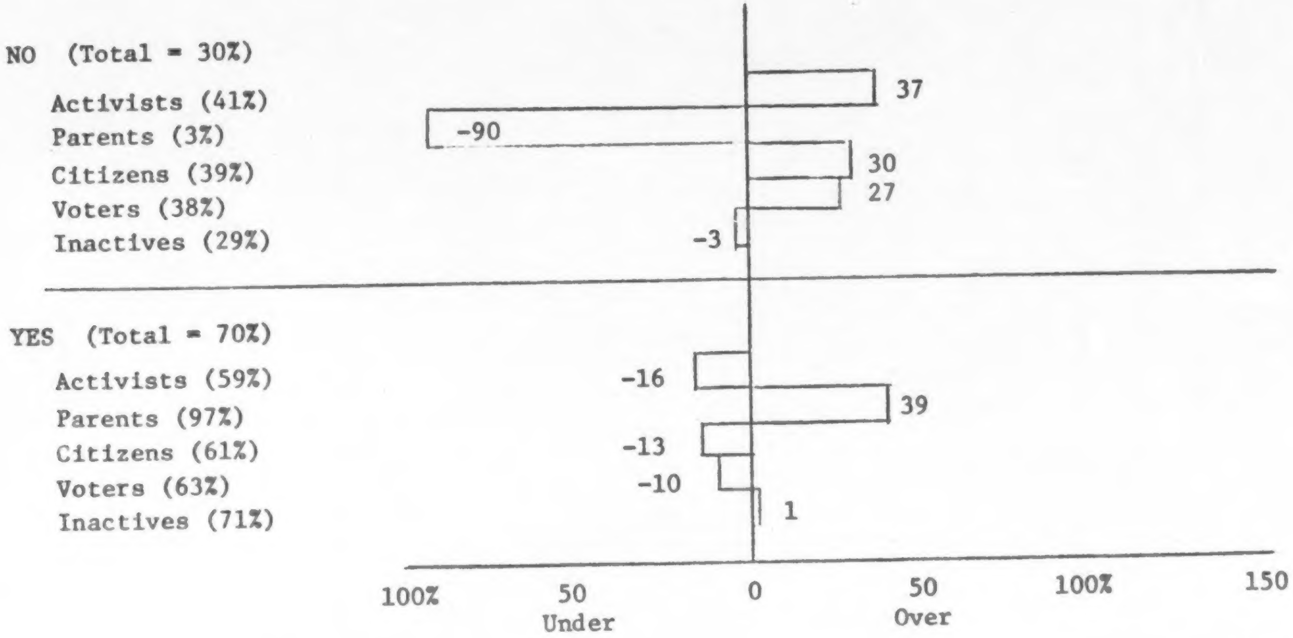
No children (30%). Activists, citizens, and voters are moderately overrepresented on this measure. Parents, with -90% below the variable average, rank very low in responses to this measure.

Children (70%). Parents are moderately overrepresented on this measure; activists, citizens, and voters are somewhat underrepresented.

Measure summary. This measure largely distinguishes parents from other groups. Participators in the parents group rank very low

Table 4-17

PARENT STATUS BY TYPES OF PARTICIPATORS



on "not having children" and rank moderately on "having children."

Children in School

Table 4-18 indicates whether a participant has children in school (K-12). The variable has an F-ratio of 39.07 and is significant at the .05 level.

No children in school (64%). Inactives rank high on this measure, with 56% above the average; activists and voters are moderately overrepresented, at 34% and 30% above average respectively. Parents are ranked very low, with an underrepresentation of -95%.

Children in school (36%). Parents rank very high, with an overrepresentation score of 169%. Inactives rank very low, with -100% underrepresentation. Representation of activists and voters also is very low, with each exhibiting an underrepresentation of -61% and -53% respectively. Citizens are moderately underrepresented by -28%.

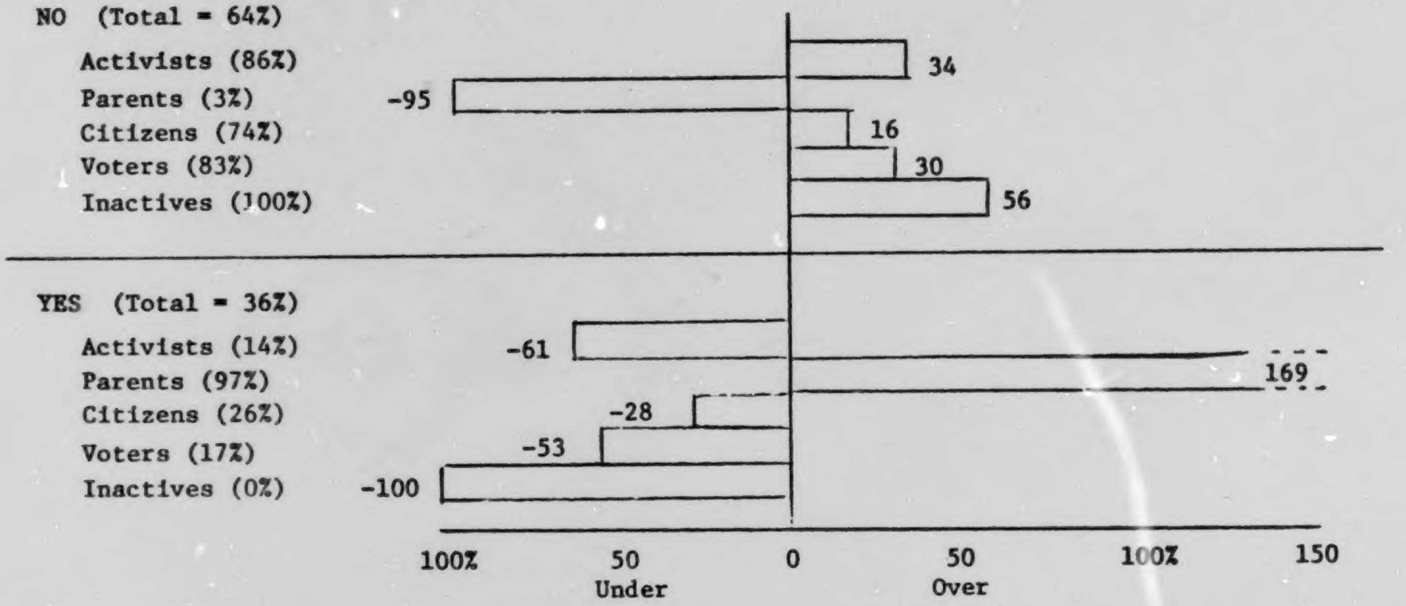
Measure summary. This variable clearly differentiates parents from all other groups, particularly from inactives, who have no children in school.

Profiles of Educational Participators: A Summary

This section draws together the variables addressed in this chapter in order to compose a profile of each type of participator. The profile is based on the proportional representation analysis; therefore, each type of participator is described in terms of composite variables, or submeasures of those variables, as they are

Table 4-18

CHILDREN IN SCHOOL BY TYPES OF PARTICIPATORS



overrepresented by 20% or more or underrepresented by -20% or less. This manner of describing the types of participators represents a collapsing of the four-tiered analysis scale (very high, moderately high, moderately low, very low) used in this chapter; but it was felt that combining the very high and moderately high categories, as well as the moderately low and very low categories, would produce a somewhat tighter profile of the types of participants.

Each profile, then, indicates on what variable each type of participator differs from the variable mean (or, in some cases, the average percentage composition of the variable or its submeasures). This rough measuring device does provide some general indication of those variables which characterize and differentiate types of participants.

Activists

Activists are not strongly differentiated from the other types on length of residence, sex, educational awareness. Blacks are underrepresented. In terms of income levels, participants with "over $25,000" income are highly represented and those with "less than $5,000" are poorly represented. Activists rank high in having "no children in school" and in having "no children"; conversely, they are underrepresented by those having "children in school Activists overrepresent "retired" and those who are "educators"--overrepresenting as well those who work for a "town or county school" or for a "non-county educational office." Those occupations which are underrepresented are "service", "student", and "housewife" occupations. Both young and old are overrepresented in the activist type of participator: individuals whose ages range from "twenty to twenty-nine" and from "sixty to sixty-five" are overrepresented. Underrepresented are ages ranging from "thirty to thirty-nine". Those educational levels which are overrepresented include "some college", "completed college", and "post baccalaureate work"; underrepresented are "some high school" and "completed high school". Activists rank quite low on all six attitude scales.

Parents

Parents are not strongly differentiated on the participation orientation variable. Parents exhibit high representation among participators who have lived in the county for "seven to fifteen years", and they are poorly represented among participators who have resided in the county from "one to six years." Females are overrepresented and males are underrepresented. Blacks are overrepresented. Parents rank high in the income level of "$15,000 to $25,000", but rate poorly with regard to the income levels "under $10,000" and "over $25,000". Overrepresentation in being a "parent" and having "children in school" is matched by participator underrepresentation in "nonparents" and "not having children in school." In terms of occupations, parents are overrepresented in "service", "professional/technical", and "housewife" occupations; they are underrepresented in "retired," "education", and "manager/official" occupational levels. Those who work for a "town or county school" are highly represented, while those who work for a "non-county educational office" are poorly represented. Individuals whose age ranges from "thirty to thirty-nine" are overrepresented; "twenty to twenty-nine", "fifty to fifty-nine", and "over sixty" age ranges are underrepresented. Participators "completing high school" or having had "some high school" education are overrepresented; those who have had an "eighth grade education or less" are underrepresented. Parents are overrepresented in educational awareness. Parents rank lowest (i.e., indicate least agreement with the indices), of all types of participators, in traditional attitudes and fairly high (i.e., indicating greater agreement with the indices), in progressive attitudes.

Citizens

Citizens are not strongly differentiated from other types of participators on educational awareness and participation orientation variables. They are overrepresented among participators who have lived in the county for "one to six years"; conversely, they are underrepresented among participators residing in the county for "seven to fifteen years". Males are overrepresented, and females are underrepresented. Blacks are also overrepresented. In terms of income levels, participators with an income of "under $10,000" are overrepresented; those with income levels between $10,000 and $25,000" are underrepresented. There is a high proportion of participators who "do not have children"; and those who "have children" in school are underrepresented. The "service", "students", and "retired" occupations are highly represented; "professional/technical", "education", and "housewife" occupations are poorly represented. Participators with "no occupational affiliation to an educational institution are overrepresented; those with occupations relations with "town and county schools" or with "non-county educational offices" are underrepresented. The "over sixty" age ranges are highly represented; poorly represented are age ranges from "twenty to thirty-nine" and "fifty to fifty-nine". In terms of educational level, participators with "eight or fewer years of schooling", those who have had "some high school" education, and those who have "completed high school" are overrepresented; those who have had "some college" education, who have "completed college", and who have accomplished some "post baccalaureate work" are underrepresented. Citizens attitudes indicate slightly more agreement with those indices than do activists or parents.

Voters

Voters are not strongly differentiated on sex, parent status, or participation orientation variables. They are underrepresented among participators living in the county from "one to six years". Blacks are poorly represented among this type of participator. The proportion of voters having "children in school" is low. Overrepresented occupations are "professional/technical", "manager/official", and "housewife" occupations; the underrepresented occupations include "education", "service", "student", and "retired" categories. Voters having "no occupational affiliation" with an educational institution are overrepresented; those having an occupational affiliation with "town and county schools", "non-county educational offices", and the "local college" are underrepresented. A high proportion of voters are in the "twenty to twenty-nine," and "fifty to sixty-five" age categories; a low proportion are in the "thirty to thirty-nine" age range. Educational levels which are overrepresented include "less than an eighth grade education" and "completed high school"; underrepresented are "some high school" education, "some college" education, and "post baccalaureate work". Educational awareness is underrepresented. Voters are ranked low on progressive attitudes (indicating least agreement with the indices) and average on the traditional measures.

Inactives

Inactives are not strongly differentiated on sex, race, and parent status variables. Participators living in the community from "one to six years" are highly represented; those living in the community "over seven years" are poorly represented. Income levels "under $5,000" and "over $25,000" are overrepresented; those from $5,000 to $9,999"and from"$15,000 to $25,000" are underrepresented. Inactives who have "children in school" are poorly represented. The "student", "manager/official", and "retired" occupations are overrepresented; "professional/technical", "education", and "other" categories are underrepresented. Inactives have a high proportion of participators who have an affiliation with the "local college"; poorly represented are those participators who have an occupational affiliation with "town and county schools", and "non-county educational offices." The "forty to forty-nine" and "over sixty-five" age ranges are overrepresented; the "thirty to thirty-nine" age range is underrepresented. Those who have "less than an eighth grade education", who have "some high school" education, and who have "some college" education are overrepresented; those "completing high school", "completing college", and engaging in "post baccalaureate work" are underrepresented. Inactives demonstrate a low sense of educational awareness and low participation orientations. On most attitude indices, inactives rank highest; that is, they show a greater level of agreement with the attitude variables than any other type of participator.

CHAPTER V

DISCRIMINATION BETWEEN TYPES OF PARTICIPATORS

This chapter provides a brief discussion of those variables discriminating most significantly between types of participators. The objective is to identify several key variables upon which participator differentiation can be secured. An SPSS statistical program, DISCRIMINANT, which performs discriminant analysis through a series of stepwise methods, was used.[1]

Discriminant Function Analysis

Previous chapters have described a number of variables which were assumed to have some relationship to participatory behavior and which measured characteristics on which types of participators were expected to differ. In this chapter, discriminant analysis was employed to reduce the number of variables needed for studying group differences.

Discriminant analysis weights and combines the variables so that the types of participators become as statistically different as possible. The identification of discriminant functions enables the researcher to analyze data, to measure the success with which the variables actually discriminate, and to test the classification of participators produced by the Q-mode analysis and based on the discriminating variables.

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[1] Subprogram DISCRIMINANT was designed by James Tucey and William Klecka. See Nie et al., SPSS, pp. 434-467.

Appendix L both identifies the variables entered into the discriminant analysis and gives their mean scores. These variables represent eight demographic variables,[2] educational awareness and orientation toward participation composite variables, four modal activity variables,[3] and six general attitude variables.[4]

The stepwise criterion used in the analysis selects the best set of discriminating variables by minimizing the Wilks' lambda statistic.[5] Program DISCRIMINANT orders the discriminating power of the twenty variables into independent functions so as to facilitate analysis of the sources of variation among the types of participators. The maximum number of functions extracted is equal to one less than the number of groups.

The program calculates centroids for each of the groups (see Appendix Q). These centroids can be plotted in order to identify the relative positions of the groups upon each of the extracted functions. Appendix P details information necessary to judge the number of discriminant functions which can be derived. The eigenvalues and the canonical correlations indicate the ability of the functions to separate the groups. Before any functions were removed, the Wilks' lambda of .056 and the associated chi-square of 368.599 indicated that significant discriminating power existed in the variables. Function 1, with an eigenvalue of 3.718 and a relative percentage of 66.97%, suggests that the first function is most important in explaining group differences, being three times as important as the second function.

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[2] These variables include: length of residence, sex, racial identification, income, parent status, children in school (K-12), age, and educational attainment level.

[3] The four modes include: parochial mode, cooperative mode, electoral modes, and dynamic mode activities.

[4] These six attitude variables include: political progressive and traditional indices, social progressive and traditional indices, and educational progressive and traditional indices.

[5] "When METHOD-WILKS, the criterion is the overall multivariate F ratio for the test of differences among the group centroids. The variable which maximizes the F ratio also minimizes Wilks' lambda, a measure of group discrimination. This test takes into consideration the differences between all the centroids and the cohesion (homogeneity) within the groups." See Nie, SPSS, p. 447.

The canonical correlation, a measure of association between the discriminant function and the variables, can be squared to show the porportion of variance in the function explained by the groups. Thus, nearly 79% of the variance in this function is explained by the types of participators.

This process can be followed to determine the utility of the other three functions. Function 2, with an associated relative importance percentage of over 22%, has over 55% of the variance explained by the types of participators. For function 3, with a relative importance percentage of over 5%, the types of participators explain 26% of the variance. And, for function 4, with an associated relative importance percentage of over 4%, the types of participators explain about 20% of the variance.

Therefore, four significant discriminant functions have been generated; and these functions have varying capabilities of discriminating between the types of participators. (Appendix P shows the variables in the order in which they were entered into the analysis.)

Figure 5-1 illustrates the positioning of the five types of participators on the four extracted functions. Functions 1 and 2 (Figure 5-1, A) are most important; functions 3 and 4 (Figure 5-1, B) provide less, but statistically significant, differentiation.

On the "x" coordinate of Figure 5-1, A, representing function 1, the greatest contrast is between activists and parents. Citizens and voters appear to be highly similar in their characteristics; and, activists, citizens, voters, and inactives are more similar to each other than they are to parents. On the "y" coordinate of Figure 5-1, A, representing function 2, activists and inactives are most dramatically differentiated. This function clusters parents and activists on the negative extreme, citizens and voters in the middle, and inactives on the positive end.

On the "x" coordinate of Figure 5-1, B, representing function 3, voters and inactives are most significantly differentiated. While inactives are distinguished from all other groups on this function, activists and parents seem to cluster, as do voters and citizens. On the "y" coordinate of Figure 5-1, B, representing function 4, citizens are contrasted to voters. Activists, parents, and inactives form a cluster to the exclusion of voters and citizens.

Having identified the relative positions of the types of participators on each of the four extracted functions, the isolation of variables most responsible for these differentiations follows as the next logical step. (See Table 5-1 for the fourteen variables which are significant at the .05 level in the stepwise analysis.) Inspection of the standardized discrimination functions permit selection of those

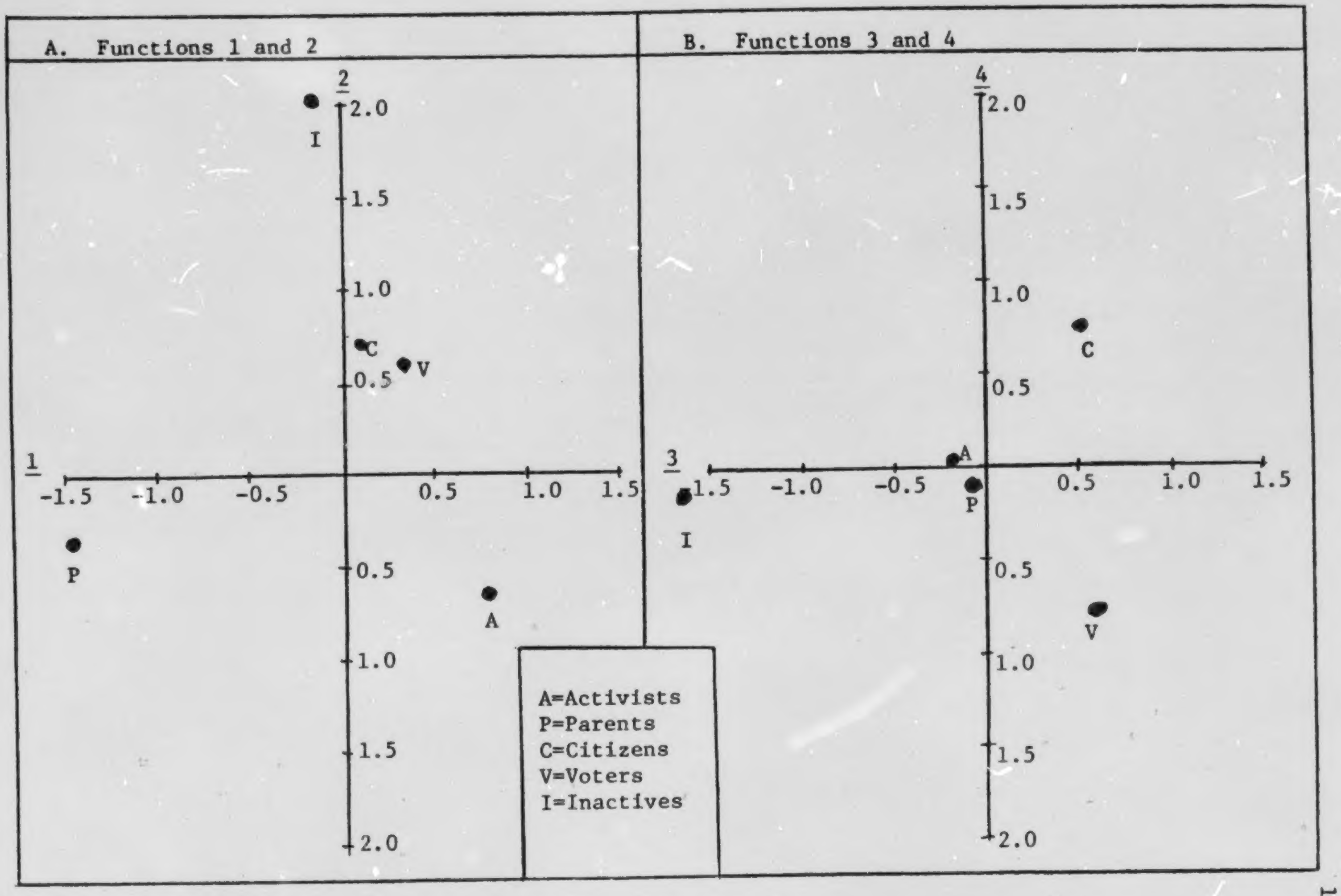

Figure 5-1. Group Centroids by Types of Participation.

Table 5-1

SIGNIFICANT VARIABLES IN THE DISCRIMINANT ANALYSIS

1	Length of Residence*
2	Sex
3	Racial Identification
4	Income*
6	Children in School
7	Age
10	Participation Orientations
11	Parochial Mode Activities
12	Cooperative Mode Activities
13	Electoral Mode Activities
14	Dynamic Mode Activities
15	Traditional Political Attitudes
17	Traditional Social Attitudes*
19	Traditional Educational Attitudes

*Note: These variables, while not significant at the .05 level, for 4 and 134 degrees of freedom, are significant at the .05 level in the stepwise discriminant analysis due to changing degrees of freedom.

variables which have the highest positive or negative contribution to the total function (see Appendix Q). Group means for variables (see Appendix L) have been computed to permit identification of the high scoring group relative to the other groups.

Table 5-2 identifies the five variables whose discriminant function coefficients indicate the highest relative contribution to each function. That variable exhibiting the greatest contribution (positive or negative) to a function is used to "name" that function.

The Findings

The findings of the discriminant analysis are detailed in this section.

Function 1 - The Parochial Function

The contrasting groups on function 1 are the parents and the activists. Citizens, voters, and inactives scored relatively similarly. The greatest contributor to this function is the parochial mode activities coefficient. The principal variables explaining this discrimination are variables 11 (parochial mode activities), 14 (dynamic mode activities), 6 (children in school), 12 (cooperative mode activities), and 13 (electoral mode activities).

Analysis of group means show that parents scored very high on variables 11 and 6; all other groups scored very low on these variables, indicating that the parents type of participator is best distinguished by parochial mode activity and children in school variables. Activists, on the other hand, scored highest on variables 14, 12, and 13. This

Table 5-2

IDENTIFICATION OF DISCRIMINANT FUNCTION COEFFICIENTS

Function - Variables	Coefficients
FUNCTION 1	
Variable 11 - Parochial Mode Activities	-.702
Variable 14 - Dynamic Mode Activities	.403
Variable 6 - Children in School	-.238
Variable 12 - Cooperative Mode Activities	.136
Variable 13 - Electoral Mode Activities	.132
FUNCTION 2	
Variable 14 - Dynamic Mode Activities	-.355
Variable 10 - Participation Orientations	-.313
Variable 13 - Electoral Mode Activities	-.302
Variable 17 - Traditional Social Attitudes	-.293*
Variable 19 - Traditional Educational Attitudes	.255
FUNCTION 3	
Variable 13 - Electoral Mode Activities	.657
Variable 10 - Participation Orientations	.563
Variable 11 - Parochial Mode Activities	-.469
Variable 4 - Income	-.456*
Variable 12 - Cooperative Mode Activities	-.444
FUNCTION 4	
Variable 12 - Cooperative Mode Activities	-.651
Variable 7 - Age	.486
Variable 3 - Race	-.456
Variable 10 - Participation Orientations	.453
Variable 1 - Length of Residence	-.429*

*Not significant at the .05 level for F ratio of 4 and 134 degrees of freedom. These variables are statistically significant at the .05 level in the stepwise analysis because the degrees of freedom change at each step.

finding suggests that activists are best distinguished by high dynamic, cooperative, and electoral activity scores. The single best indicator, as is identified by the highest coefficient scores for parents, is parochial mode activity; for activists, the single best indicator is dynamic mode activity.

Inactives are also best distinguished by these five variables. No activity was recorded by the inactives on any of the four modes of activity; moreover, they had no "children in school".

Voters and citizens ranked between activists and parents on variable 6 (children in school), low, but above inactives, on variables 11 (parochial mode activity), 12 (cooperative activity), 13 (electoral activity), and 14 (dynamic activity). Citizens exhibited no activity on variable 14.

Function 1, as the most meaningful of the four functions, suggests that the modes of activity best distinguish between the five types of participators. Variable 11 (parochial mode activity) and variable 14 (dynamic mode activities) are the two best discriminators of the fourteen variables entered into the analysis. The primacy of these variables also reinforces the utility of the activists, parents, and inactives typology. Voters and citizens are differentiated from the other types of participators, but they are not distinguished from each other nearly as well.

Function 2 - The Dynamic Function

Function 2 contrasts activists and inactives. Parents, on all scores, ranked close to the activists; citizens and voters scored equally differently from activists and from inactives. The greatest contributor to this function is the dynamic mode activities coefficient. The principal variables explaining this discrimination are variables 14 (dynamic mode activities), 10 (participation orientations), 13 (electoral mode activities), 17 (traditional social attitudes), and 19 (traditional educational attitudes).

Analysis of group means show that activists scored very high on variables 14, 10, and 13; inactivists scored very high on variables 17 and 19. Inactives scored very low on 14, 10, and 13; activists scored low on 17 and 19. As on function 1, activists are best distinguished by high dynamic mode activities, and inactives are best distinguished by their low activity scores and by their high traditional social and educational scores.

Parents and activists, together, ranked higher on variables 14, 10, and 13 and lower on 17 and 19 than did the other three groups. Voters and citizens ranked between activists and parents on all the cited variables. These groups are differentiated only by their linear position between the extremes types of participators -- parents and activists are contrasted with inactives.

Function 2, as the second most meaningful function, suggests that the dynamic mode of activity best discriminates between the activists and the inactives. The more active types of participators are also discriminated from the least active types of participators on the basis of participation orientations, electoral mode activity, and social and educational traditional attitudes. Voters and citizens, too, are differentiated from the inactives and from the parents and activists; once again, however, they are not distinguished from each other to the same degree as they are from the other groups.

Function 3 - The Electoral Function

Variance explained by the types of participators is considerably less for functions 3 and 4 than for 1 and 2; nevertheless, these functions are significant and contain useful data.

Types of participators contrasted on function 3 are voters and inactives. Voters and citizens related highly to each other; parents and activists also exhibited similarly close characteristics.

The principal variables explaining this discrimination are variables 13 (electoral mode activities), 10 (participation orientations), 11 (parochial mode activities), 4 (income), and 12 (cooperative mode activities). Voters ranked much higher than inactives on 13 and 10, and somewhat higher than inactives on 11 and 12, but inactives ranked higher than voters on variable 4. Except for electoral mode activities, citizens differentiation from inactives parallels that of the voters. Parents and activists ranked higher on these variables than did the voters, citizens, and inactives.

Function 3 suggests that the electoral mode of activity best discriminates between voters and inactives. While the more active types of participators ranked higher than voters on variables 13, 10, 11, 4, and 12, voters ranked above inactives on all but the income measure. Voters ranked higher than citizens on the electoral activity but below citizens on the other variables. This function, then, differentiates between the least active types of participators.

Function 4 - The Cooperative Function

Function 4 contrasts citizens and voters, the two types of participators apparently most alike on many variables. On this function, inactives, activists, and parents demonstrate considerable similarity.

The principal variables providing discrimination on this function are 12 (cooperative mode activities), 7 (age), 3 (race), 10 (participation orientations), and 1 (length of residence). The greatest contributor to this function is variable 12, cooperative mode activities.

Analysis of group means show that citizens scored high on cooperative mode activities in contrast to voters' low rate. Citizens ranked higher than voters in age, represented a higher percentage of blacks than did voters, exhibited a greater degree of participation orientations than did voters, and represented more recent residents in comparison to voters.

Function 4 suggests that the cooperative mode of activity best differentiates between citizens and voters. Citizens ranked below parents and activists on cooperative mode activity and above parents, activists, and voters, but below inactives, on age. They represented blacks to a greater degree than any other type of participator; showed a higher degree of participation orientation than voters and inactives, but less than parents and activists. Voters tended to live in the district longer than any other type of participator; citizens and inactives lived in the district the fewest number of years. In general, this function differentiates between the two most similar types of participators, voters and citizens.

Chapter Summary

This section presents a summary of the information derived from the discriminant analysis.

Discrimination Between Participators

Function 1, which contrasts parents and activists, suggests that the most significant discriminator between these two types of participators is ranking on parochial mode activities and dynamic mode activities. Function 2, which contrasts activists and inactives, suggests that the dynamic mode of activity best discriminates between these two types of participators. Function 3 contrasts voters and inactives; electoral mode activities best discriminated between these types of participators. Function 4 demonstrates that cooperative mode activity best differentiates between voters and citizens.

Discrimination on each of the four functions and between each of the paired groups is best explained by the four modes of participation. The parochial and dynamic modes, however, prove to be somewhat more statistically significant than the electoral and cooperative modes in discriminatory capability. Nonetheless, this conclusion does validate the derivation of the four modes of participation in that each mode distinguishes between separate types of participators. Confirmed too is the concept that different types of participators specialize, to a significant degree, in selected kinds of participation.

Secondarily, participation orientations demonstrate good discriminating ability between participators. Other primary personal variables including children in school, traditional social and educational attitudes, income, age, race, and length of residence show good discriminating ability. Interestingly, income, length of residence, and social traditional attitudes are not significant at the .05 level with 4 and 134 degrees of freedom; however, they are useful in this analysis. The discriminating utility of these "non-significant" variables illustrates the caution with which the concept of statistical significance must be approached. These variables should not be discarded from future analysis of patterns of citizen participation simply because of initially indicated low levels of statistical significance.

Classification of Participators

Classification is the procedure of identifying membership of types of participators based only on each individual's scores on the fourteen discriminating variables. Success in discrimination is empirically measured by comparing predicted group membership with actual group membership. Group probability adjustments were made on the basis of prior probabilities being proportional to the number of individuals in each type of participator.

Appendix R shows the discriminant analysis prediction results. Activists, with a group probability of .37, are assigned over 78% of the cases determined by the Q-mode analysis; citizens and voters received nearly 10% and 8% of the classified activists respectively. Parents, with a group probability of .24, are assigned over 94% of the cases determined by Q-mode analysis; the citizens type of participator receive the other 5% of the participators. Citizens, with a group probability of .17, are assigned nearly 83% of the participators originally designated as citizens; based on the discriminating variables, as voters and 4% as activists. Voters, with a group probability of .17, are assigned over 79% of the originally designated participators; the discriminating variables assign nearly 13% to citizens and 8% to the actives. Inactives, with a group probability of .05, are assigned nearly 86% of the participators determined to be inactives based on the Q-mode analysis; the discriminating variables assign 14% (one individual) to the citizens category.

Overall, the discriminating variables suggest that over 83% of the participators were correctly classified by the Q-mode factor analysis. The large proportion of correct classifications indicates that the variables are good discriminators.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter presents a brief recapitulation of the literature, the conceptual framework, the design and methodology, and the findings. In addition, this chapter discusses the modification and future development of the questionnaire, presents an overall assessment of the conclusions of the study, and identifies future areas of research.

The intent of this study was to investigate patterns of educational participation. To assess any set of home-school community educational interactions designed to achieve educational goals, it is useful to achieve a knowledge of the fundamental participatory characteristics of local citizenry; for, it is through these interactions that community individuals can influence the educational system--the goals it sets, the services it delivers, and the quality of those goals and services it maintains.

Examination of the nature of participation is predicated upon the theory that citizens, individually and collectively, translate their needs and wants into participatory outputs -- outputs which, have some direct or indirect influence upon the educational system of a community. In examining the relationship of citizens to their educational system, a questionnaire was developed which assessed both the kinds of educational activity in which citizens participated as well as selected primary personal variables. The general purposes of this evaluation were (1) to examine the frequency, distribution and modes of educational participation and to identify types of participators; (2) to secure data related to these types of participators, including educational awareness, specific attitudes toward participation, generalized attitudes toward social, political, and educational concerns, and demographic variables; and (3) to correlate these primary personal variables with identified types of educational participators in order to describe those types of participators.

The Literature

This section highlights selected aspects of pertinent literature. Examination of political participation literature focused on Verba and Nie's Participation in America, which developed a conceptual framework for participation predicated on the identification of modes of participation and types of participators.

Most helpful in educational participation literature were sections of Odell and Carter's Project CAST, which detailed variables associated with educational participation.

The demographic literature identified variables such as income, educational level, occupational level, race, religion, sex, age, and community residence which correlated with the likelihood of participation. Milbrath's Political Participation was useful in selecting these key variables.

Attitudinal literature, such as found in the various articles by Kerlinger and in various questionnaires examined in Robinson, Rush, and Head's Measures of Political Attitudes, suggested ways in which the researcher might determine selected psychological aspects of individual behavior.

The Conceptual Framework

Utilizing Easton's systems analysis approach, the study identified those activities through which citizens made demands on the educational system; the result of this activity identification was to describe various different kinds of "demand makers", or types of participators.

The study indicated that "inputting" such demands was not limited to parents or to formal organizations. Rather, participation was found to be widely diffused across the participators; citizens were found to specialize in selected kinds of education; and individuals were found to form groups of participators.

Verba and Nie's conceptual framework suggested that four modes of political participation exist. These four modes--voting, campaign activity, communal activity, and particularized contacting--were used as the basis for analysis of the nature of participation in education. The literature further suggested that, based on these modes of participation, six types of political participators could be identified; these were, the inactives, the voting specialists, the parochial participants, the communalists, the campaigners, and the complete activists. It was expected that, if the four conceptual modes of political participation were identified for educational participation, the six conceptual types of educational participators would be found.

Design and Methodology

This section summarizes the design and methodology used in the study.

The original draft of the questionnaire was created on the basis of research and subjective decisions regarding valid questions pertinent to the three primary categories of the investigation -- background data, participation data, and general attitude data. A pilot testing process ensured the (1) content validity of the questionnaire items, (2) readability of the questions, (3) respondent comprehension of the questions, and (4) use of appropiate interviewing techniques.

The primary research was undertaken in one of five magisterial districts making up a county school district in a middle-eastern state. A proportionate random sample of 250 registered voters was selected; additionally, fifty substitute names were chosen for research use. Interviewers were trained by the researcher. They were given the background of the study, and they were told of their interviewing responsibilities.

Ultimately, 139 completed interviews were secured. Fifty-four individuals refused to participate, seventy-three were found no longer to be living within the district, and thirty-four could not be contacted for one of several reasons.

The questionnaire was designed with the capability of key punching the data into acceptable computer format; however, it was necessary to transform some of the original data into a reduced form. In addition to the socio-economic data and the participation data, several composite indices were created.

All questions dealing with conflict awareness, leadership awareness, and issue awareness were composed into an educational awareness index. Questions dealing with educational interest, ideal level of educational participation, sense of duty, and sense of efficacy were formed into a participation orientation index. The general attitude questions were ultimately formed into six indices: social progressive and traditional, political progressive and traditional, and educational progressive and traditional indices.

Program DISTX was employed to produce basic descriptive statistics related to question frequencies and percentages; Program TSTAT was utilized to compute realiability; Program BIGFACT, R-mode, was used to compute modes of educational participation, and the Q-mode analysis was employed to identify types of participators; and Program DISCRIMINANT was used to suggest significant variables differentiating between types of participators.

The Findings

This section describes the findings and conclusions related to the major research questions, as well as to the preliminary discussion of the frequency and distribution of educational participation.

Frequency and Distribution of Educational Participation

Analysis of frequency of participation in educational activities suggested that citizens engaged in a wide variety of educational activities. Ninety-five percent of the population reported involvement in at least one educational activity. Activity frequency ranged from 83% reporting "frequently or occasionally voting in county school bond elections" to 1% reporting "running for a school board position". Only one activity, that of "actively participating in or opposing a boycott of school attendence", received no reported participation. Participators voted with considerable frequency, to a degree achieved by no other activity. Seventy percent of the twenty-six activities each involved less than one-third of the citizens. The twelve most difficult acts each were performed by only 15% or less of the citizens. The average rate of participation was 6.8 activities.

The distribution of educational participation was widespread. Each of the twelve most difficult acts were engaged in by up to 15% of the population; however, further analysis indicated that, while 60% of the citizens did not participate in any of these difficult activities, nearly 40% did engage in one or more of them.

In summary, participation in educational activity was both frequent and widespread.

Modes of Participation

> Can educational activities be grouped into identifiable modes of participation?

R-mode factor analysis identified four empirical modes of educational participation. Ten oblique and orthogonal rotations were examined before this decision was reached. Comparison of the correlation coefficients of both the conceptual and the empirical modes of participation indicated that the empirical modes produced significantly higher within-mode correlations than did the conceptual modes. The four empirical modes developed through factor analysis were the parochial, cooperative, electoral, and dynamic modes. All modes demonstrated statistical significance at the .05 level.

The conceptual mode of voting activities associated entirely with the empirical electoral mode. The conceptual campaign activities mode was eliminated, with one key item going to the electoral mode and two difficult items placed in the dynamic mode. The conceptual mode of particularized contracting activities were dispersed; the parental items joined the parochial mode, the difficult activities merged with the dynamic mode, and the more socially-oriented items placed in the cooperative mode. Communal mode activities, the fourth conceptual mode, delivered parental items to the empirical parochial mode, socially-oriented items to the empirical cooperative mode, and difficult items the dynamic mode.

The parochial mode represented 17% of the total set of educational activities. These activities appeared to be child-oriented and non-conflictual, and to require much initiative.

The cooperative mode represented 23% of the total set of educational activities. These activities tended to be group-oriented and non-conflictual, and to require some initiative.

Electoral mode activities represented 48% of the total set of educational activities. They seemed to be voter-oriented and conflictual, and to require little initiative.

Dynamic mode activities represented 12% of the total set of educational activities. They appeared to be school-and community-oriented and conflictual, and to require much initiative.

Examination of the intermode correlations showed that cooperative, electoral, and dynamic modes related highly; the parochial mode activities correlated less well with the other modes. This fact suggested that activities related to children in school were essentially different from other types of educational activity.

Conceptually, this difference was consistent with the probable outcomes of engaging in educational activities. Of the four modes, parochial activities were most "self" and family centered. The results of contacting had an immediate impact on the individual participant. The "distance" between participation and personal benefit was greater for the other modes of activity. The dynamic, cooperative, and electoral modes tended to have more social than personal benefits attached to them.

Types of Participators

> Can types of participators be identified according to similar patterns of educational participation based on kinds of individual activity and on individual frequency of activity?

Q-mode factor analysis was used to cluster individuals according to their responses to the participation questions. A good clustering was achieved only after examination of ten oblique and orthogonal rotations. Based on the identification of the empirical modes, it was expected that activist, inactives, voting specialist, parochial activist, and communalist groups would be found.

The inactive group (5% of the participators) was formed when the computer program rejected seven individuals who exhibited no activity at all. The Q-factor analysis then suggested the existence of four other types of participators; activist, parents, citizens, and voters.

The activists (37% of the participators) formed the largest and most active of the groups. This group had an average per-person rate of 9.47 activities and accounted for more than one-half the total activity. This group specialized in cooperative and dynamic activities; it dominated all but the parochial mode. The activists accounted for 23% of the parochial activity, 65% of the cooperative activity, 47% of the electoral activity and 80% of the dynamic activity.

The parents (24% of the participators) with an average per-person participation rate of 8.44 activities, accounted for 30% of the total activity of the participants. This type of participator engaged in 72% of the total number of parochial mode activities, 21% of the total cooperative activities, 24% of the total electoral activities, and 15% of the total dynamic activities.

The citizens (17% of the participators) averaged 4.09 activities per person and accounted for 10% of the total activity. They accounted for 4% of the parochial mode activities, 12% of the cooperative activities, 13% of the electoral activities, and 0% of the dynamic activities.

The voters (17% of the participators) averaged 3.38 activities per person and accounted for 9% of the total activity. They accounted for 0.4% of the parochial activities, 0.2% of the cooperative activities, 15% of the electoral activities, and 4% of the dynamic activities.

In terms of the more difficult dynamic mode activities, the activists clearly dominated; parents and voters engaged in only a small proportion of these activities compared to the activists. Parents dominated the parochial mode activities; citizens were overrepresented in the cooperative activities; and voters were highly overrepresented in electoral activities. The inactives had no activity specialization.

General Attitudes

> How do political, social, and educational attitudes (traditional and progressive dimensions) vary with types of participators?

Six indices of general attitudes were investigated for their contribution to characterizing types of participators. These six indices assessed general governmental, social, and school-related attitudes on traditional and on progressive questions. Reliability analysis for each index demonstrated fair index reliability. Factor analysis, R-mode, suggested that, while the total traditional and total progressive factors did exist for the fifty-seven attitudes, individual political progressive, political traditional, social progressive, social traditional, educational progressive, and educational traditional factors did not emerge. Only the political traditional and the educational traditional indices were significant at the .05 level. The social traditional attitude index, as identified in the discriminant analysis, is marginally significant.

Analysis of the means of the three significant indices showed that parents scored lowest, activists ranked second, voters, third, citizens, fourth, and inactives scored highest. (Voters and citizens reversed positions on the social traditional index.) Parents, in showing least agreement with the traditional indices, did not have corresponding rankings on the progressive indices. Activists scored low on both types of indices; inactives scored highest on both types of indices; voters and citizens placed between these extremes. Inactives, then, tended to agree more with more progressive and traditional items; activists agreed less with them.

The only warranted conclusion, based on the significant attitude indices, is that parents and activists tended not to be traditional, whereas inactives, and citizens, and voters, exhibited greater traditional leanings.

Participation Orientations

> How do orientations (attitudes) toward educational participation vary with the types of participators?

The participation orientation composite variable indicated a moderate level of reliability. The variable was also significant at the .05 level. Analysis of this variable showed a direct relationship between educational participation and high levels of participation orientation. However, this correlation was not directly related to sheer frequency of activity; rather, the kind of activity in which each group specialized was more important. The relation exactly paralleled high scores on the parochial mode activities. Thus, parents, who were more directly involved in child-related activities, exhibited the highest participation orientations. Activists, most highly involved in other non-child related activities, ranked high. Citizens followed in the ranking, with voters and inactives trailing far behind. Therefore, one may conclude that proximity to the school, especially through child-related activities, powerfully affected positive participation orientations.

Educational Awareness

> How does educational awareness vary with
> types of participators?

The educational awareness composite variable was tested for reliability and significance. Reliability was good and the variable was significant at the .05 level. As with participation orientations, analysis indicated a direct relationship between educational participation and high levels of educational awareness. The relationship was not directly related to frequency rates, but to school proximity. Parents exhibited the highest levels of educational awareness, followed by activists and citizens; voters and inactives scored lowest.

The questions were skewed in favor of individuals knowledgeable of school leaders, and thus a bias in favor of parents was created. Therefore, although activists participated more frequently and engaged in more difficult activities, they were not ranked as highly as parents. The conclusion reached from this analysis is that participation in child-related school activities resulted in higher levels of educational awareness.

Socio-Economic Indicators

> How do selected demographic measures
> vary with types of participators?

A theory tested by Verba and Nie was that socio-economic status was crucial to higher levels of participation. While, for this research, no single indicator of socio-economic status was created, and, because the occupational question was not made suitable to univarite or multivariate analysis, only the indicators of income and educational level were tested for significance. Of these, only educational attainment was significant at the .05 level; however, income was significant in the stepwise discriminant analysis.

Educational Level. Generally, activists achieved the highest overall level of education; inactives, the lowest level. Parents ranked fairly high, but considerably below the activists. Citizens and voters ranked higher in the lower levels of educational attainment. Greater educational participation, therefore, correlated well with higher educational level. Inactivity correlated well with low levels of participation.

Income. The income variable showed that overall higher levels of income were associated with the activists and the parents. Inactives ranked fairly high as well; but this probably resulted from a larger proportion of individuals in that group who, in the older ranges, had more income at their disposal. Inactives, for instance. ranked very high in the "over $25,000" income category, in proportion to the number of individuals in that type of participator. This variable exhibited marginal significance at the .05 level.

Occupation. Occupation was examined in terms of proportional representation only. Activists were very highly represented in the "education" occupations, demonstrated average representation in the "professional/technical" occupations, and were slightly below average in the "manager/official" category. Parents ranked highly in the "housewife" and "service" as well as in "professional/technical" occupations. Inactives ranked very low in "professional/technical" and "education" categories, moderately in "manager/official" category, but very highly in "student" and "retired" categories. Voters ranked moderately in "professional/technical" and "manager/official" categories; citizens ranked most highly in "student", "service", and "retired" categories.

The data on this measure suggest that higher levels of educational participation related to higher occupational status; and that low occupational status correlated with lower rates of participation. This distinction was not clear, however. Parents, for example, overrepresented as they were by housewives, might not rank highly on traditional measures of occupational status. Nevertheless, the inference can be made that the traditional socio-economic measure of educational, income, and occupational levels correlated positively with greater participation and with participation on the more difficult activities.

Occupational Affiliation to Educational Institutions. Activists were overrepresented in the three institutional relationships: "town and county schools", "local college", and "non-county school office" affiliations. With one exception, all other groups were underrepresented on these measures; the inactives, however, ranked very highly in the "local college" category. This finding suggests that local college affiliation had some relationship to lower levels of educational participation by inactives.

Length of Residence. Length of residence data showed that voters tended to be residents of the county for a longer time than other groups. Inactives, on the other hand, were overrepresented as the newest residents; this correlated with the fact that both students and retired individuals, many of who came to the county to retire, were overrepresented on this type of participator. Most individuals, however, had lived in the county over fifteen years. In proportion to the average, activists were found throughout the range of residence periods. This variable exhibited marginal significance at the .05 level, as identified in the stepwise analysis.

Sex. Regarding sex, which was significant at the .05 level, citizens were overrepresented by males. Men formed more than half of the participants in the activists, citizens, voters, and inactives types of participators. Since mothers tend to be the adult family member attending school functions, and since parochial mode, dominated by the parents, was linked with child-related school activities, it would be expected that women would be overrepresented on the parents type of participator. Men were active, however; and contrary to the impression implied by the literature, they did participate actively in educational activities. Moreover, the activists were nearly 60% men.

Age. Despite the inactives overrepresentation of students, this type of participator was oldest. Parents were the youngest overall, and were heavily overrepresented in the "thirty to thirty-nine" age range. Activists, while moderately overrepresented in the "twenty to twenty-nine" and in the "sixty to sixty-five" age ranges, were older than parents, they were, however, younger than the other types of participators.

In general, more active types of participators were younger in average age than were the less active types of participators. The "age" variable was significant at the .05 level.

Race. As a variable, "race" was significant at the .05 level. Parents and citizens exhibited a relatively high proportion of blacks compared to other types of participators; however, activists showed a very low proportion of blacks. Voters were also low in their proportion of black participators. If one set aside parent participation with children in school, blacks would probably rank lower than whites in educational participation. The citizens type of participator, in which blacks were highly overrepresented, was not a particularly active group.

Parent Status. Parent status was found to be significant at the .05 level. While parents achieved the highest ranking on this variable, inactives also ranked above average. Activists, citizens, and voters were underrepresented. However, nearly 70% of the participants were parents. The parents type of participator, dominated by child-related activities, would be expected to have high rankings on this variable.

Children in School. The "children in school" variable, significant at the .05 level clearly differentiated parents from the other types of participators. Inactives had no children in school, and activists ranked very low as well. Following parents, citizens ranked highest on this variable. There was, then, a key active component to educational participation which was non-parent oriented.

Summary of Primary Personal Variables and Modes of Participation

Of the twenty variables utilized to characterize types of participators, length of residence, income, progressive political attitudes, social progressive and traditional attitudes, and educational progressive attitudes were not found to be significant (at the .05 level, with 4 and 134 degrees of freedom). Sex, racial identification, parent status, children in school, age, educational attainment level, educational awareness, participation orientations, parochial mode, cooperative mode, electoral mode, dynamic mode, traditional political attitudes and educational traditional attitudes were found to be statistically significant at the .05 level.

The brief profile presented below indicates those variables on which each type of participator scored highest or lowest in comparison with the other types of participators.

Activists. Activists ranked highest in overrepresenting white participators, showed the highest educational attainment level, demonstrated the greatest income level, and scored highest on cooperative, electoral, and dynamic mode activities. They exhibited the lowest proportion of "parent status" participators.

Parents. Parents ranked highest in overrepresenting females, "parent status" participators, and participators with children in school; they indicated the highest levels of educational awareness and participation orientations; and they scored highest on parochial mode activities. Parents rated lowest rankings in age and in political, social, and educational traditional attitudes.

Citizens. Citizens ranked highest in overrepresenting males and blacks.

Voters. Voters ranked highest in representing participators residing longest in the county; they ranked lowest in income level.

Inactives. Inactives demonstrated the highest levels of age and political, social, and educational traditional attitudes. This group ranked lowest in terms of having children in school, in educational attainment level, in educational awareness, in participation orientations, as well as on parochial, cooperative, electoral, and dynamic mode activities. Inactives had resided the least number of years in the county.

Discriminating Variables

Discriminant function analysis was used to identify those variables which best differentiated types of participators. A summary of these findings is detailed below.

Four discriminant functions were derived. Function 1 contrasted parents and activists and suggested that the most significant discriminators between these groups were their rankings on parochial and dynamic mode activities. Function 2 contrasted activists and inactives; the dynamic mode best discriminated between these two types of participators. Function 3, contrasting voters and inactives, showed that the electoral mode activities best discriminated between them. Function 4 demonstrated that cooperative mode activity best differentiated between voters and citizens.

The parochial mode and dynamic mode activities proved to be the most significant discriminators; electoral and cooperative mode activities were also good discriminators between groups.

Moreover, the discriminating variables utilized in this analysis demonstrated that over 83% of the participators were correctly classified by the Q-mode factor analysis. The large proportion of correct classifications suggested that fourteen of the entered variables provided for good discrimination. The results of the discriminant analysis validated the derivation of the four modes of participation in that each mode distinguished types of participators; additionally, the analysis confirmed that different types of participators specialized in the identified modes of participation.

Instrument Development

The questionnaire used for this research was divided into three sections, each of which is recapitulated and assessed below.

Background Data

This section dealt with the primary personal variables related to socio-economic status, educational awareness, and orientations toward participation.

Background Data, Personal Information. The ten questions in the "Background Data, Personal Information" section related to general socio-economic variables. These variables included length of residence, sex, racial identification, income, parent status, children in school, occupation, occupational affiliation with educational institutions, age, and educational attainment level. Of these questions, income and length of residence were of questionable significance, and occupational status and occupational affiliation with educational institutions were not suitably coded for significance measurement.

Each question, statistical significance notwithstanding, provided useful information regarding the characteristics of types of participators. Two modifications which would be helpful in evaluating the personal background information include: (1) creating an occupational index suitable for univariate and multivariate analysis and (2) creating a socioeconomic index which could be used to differentiate types of participators. Additionally, if some sampling source other than registered voters is used, then a useful question would identify the voter registration status of participators. For a researcher investigating cross-community characteristics of types of participators, variables associated with community size and type would be needed.

Within variable categories, specific measures relating to income levels, occupational levels, educational levels, and age categories ought to be specified so as to limit the need to transform the data into appropiate analytic measures.

Background Data, Educational System Awareness. The educational system awareness composite variable was useful in differentiating between participators. However, of the six questions comprising the index, four related to school leadership knowledge. This bias may have skewed the high scores in favor of the parent type of participator.

Future developments for this section ought to include developing several questions related to educational conflict awareness, perhaps with some reference to known local controversy. Additionally, the composite variable might cite several educational issues which, either nationally or locally, have some currency among people concerned with the direction and/or quality of educational goals and services. Listing known local issues might provide a clear indication of those participators who were attuned to the local educational system.

Finally, the question evaluating school-community communication should be reworked so as to relate "communication" to specific informational objectives deemed necessary for a school system to offer.

Response selections should be consistent through all awareness measures.

Background Data, Participation Orientations. The participation orientation composite was composed of rather diverse questions, although the resulting measure demonstrated fair reliability.

The sense of duty questions appeared neither to make a reliable subscale nor to contribute well to the overall index; the ideal level of participation question, too, did not make a very reliable item for the index.

Sense of efficacy and expressed level of interest were fairly reliable items, and might comprise one separate index of participation orientation. The other measures require rewording. Scaling measures should be similar across all composite questions.

Modes of Educational Participation

The primary computational problem associated with the participation questions resulted from the dissimilar response categories. All items, except boycotting, provided indication of participation levels. Even questions such as "running for the school board", answered positively by only two respondents, helped to categorize participation activities and types of participators.

The two questions evaluating organizational membership (questions 18 and 19) need to be simplified and clarified. The distinction between educational organizations and organizations involved in education should be indicated more precisely. Moreover, the coding responses required for the research should be identified in advance so that no transformation is necessary.

Once organized into categories relating to the empirically determined modes, the questions might be refined in terms of the overall characteristics of each set of modal activities. This modification would help to clarify the meaning behind the modes of participation.

General Attitudes

In spite of the marginal utility of the political, social, and educational traditional indices, more testing on the validity of this attitudinal framework should occur before it is employed in an instrument of this nature. Many respondents felt uncomfortable answering attitude questions, particularly when often they had no ready notion of their own feelings on these political, social, and educational concerns. Nevertheless, a number of respondents found this section challenging and interesting.

The political, social, and educational progressive/traditional items did not form coherent indices. Nevertheless, the questions evidenced fair reliability, and the total progressive and total traditional responses clustered into separate factors.

More appropriate to an analysis of educational participation might be an attitude index directly related to fifteen or twenty general educational issues of national concern. Such issues might be worded so as to elicit responses based on perceived "ideal" and "real" indices.

Summary and Implications for Future Research

This dissertation was designed as an exploratory study to investigate patterns of citizen participation in educational systems. Utilizing a questionnaire developed for the study, four modes of participation, five types of participators, and selected primary personal variables describing these types of participators have been identified.

The most clearly defined types of participators were the activists, the parents, and the inactives. Fourth and fifth types of participators, the citizens and voters, were significantly but less clearly defined; differences between citizens and voters appeared to be less evident than were differences between the other groups.

The research has been oriented primarily toward descriptive rather than casual analysis. The next phase of research should validate the four modes and five types of educational participators in other settings. Particularly, the distinctions between voters and citizens should be clarified. Verification should be accompanied by appropriately developed socio-economic status indicators.

In essence, future research should move from the current study of the nature of educational participation to an examination of the causes of such participation. Why do citizens concentrate their activity, and what outcomes can be derived from their specializations? Verba and Nie hypothesized socio-economic determinants of participation. The applicability of this thesis should be tested at this first phase of follow-up research. Verification and validation of the modes of participation and types of participators might best be handled in a cross-community study using a suitably modified form of the questionnaire employed in this study.

A second phase of research might examine the consequences of educational participation and citizen specialization in educational activities. How effective in influencing policy are the specific modes of activity? What is the policy influencing capability of the various types of participators? How do educational leaders respond to the different types of participators and varied modes of participation? It is at this stage that the practical utility of the identification of types of participators and modes of participation is attained.

Future research, therefore, should validate the findings of this study regarding the nature of participation and the characteristics of participators, identify why people selectively participate in education (illustrating this topic in terms of expected outcomes of participation), and determine the consequences of the selective participation on policy formulation. Examination of the participatory characteristic of individuals, and eventually of communities, in the arena of home-school-community relations, should facilitate the administrator's task in decoding the varied demands placed by individuals upon the school system.

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APPENDIX A

PILOT STUDY INTERVIEW SCHEDULE

THE INTERVIEW SCHEDULE

CITIZEN PARTICIPATION IN
EDUCATIONAL SYSTEMS

(Pilot Study)

I - BACKGROUND DATA

INTRODUCTION AT INTERVIEW SITE: Hello, I'm (name) from the (local school/school district). We are conducting a (local/district) survey, and I'm here to interview (insert name). Is (he/she) here?

IF YES, PROCEED WITH INTERVIEW.
IF NO, RECORD CALL AND GO ON TO NEXT INTERVIEW.

A. PERSONAL INFORMATION

1. (Write in sex of respondent)

Male	1	
Female	2	☐ 1.

2. How long have you been living here in this community of (mention name of local government unit)?

Less than one year	1	
One to three years	2	
Four to six years	3	
Seven to nine years	4	
Over ten years	5	
Don't know	8	
Refused	9	
No response or missing information	0	☐ 2.

3. Are you currently a registered voter in this community?

No	1	
Yes	2	
Don't know	8	
Refused	9	
No response or missing information	0	☐ 3.

4. What kind of work do you (did you) normally do? (If more than one job, that job bringing in the greatest income.)

____ ☐ 4.

(2)

5. (IF RESPONDENT IS OR WAS TEACHER OR ADMINISTRATOR:)
In what school or educational office do you (did you) work?

____________________________________ ☐ 5.

6. With what racial/ethnic group do you wish to be identified?

____________________________________ ☐ 6.

7. Would you please tell me when you were born?

____________________________________ ☐ 7.

8. Will you please look at this card (show Respondent card #1) and tell me which figure comes closest to your total family income for the past year (before taxes). Just tell me the letter next to the figure that fits you best.

A.	Less than $3,000	1
B.	$3,000 - 5,000	2
C.	$5,000 - 10,000	3
D.	$10,000 - 15,000	4
E.	$15,000 - 20,000	5
F.	Over $20,000	6
	Don't know	8
	Refused	9
	No response or missing information	0

☐ 8.

9. What is the last grade or year in school which you completed?

No schooling	1
Grammar or elementary (Grades 1-8)	2
Some high school (Grades 9-11)	3
Completed high school	4
College incomplete	5
College graduate	6
Higher than college	7
Don't know	8
Refused	9
No response or missing information	0

☐ 9.

10. Do you have any children?

No	1
Yes	2

☐ 10.

11. Do you currently have children in public or private school (K-12)?

Public school	1	
Private school	2	
Both	3	
Neither	4	☐ 11.

B. EDUCATIONAL SYSTEM AWARENESS

(1) Conflict Awareness

12. In many communities there are groups or organizations that are opposed to each other. Thinking about this community, what are the major groups that oppose each other here on educational matters? I mean groups that have differences of interest or who have controversies.

Not aware of conflict or controversy	1	
No groups known, but some sense of conflict	2	
Aware of conflict and groups mentioned	3	☐ 12.

Groups in conflict ______________________

____

____

____

(2) Leadership Awareness

We are interested in how well known the educational leaders of this community are.

13. Could you tell me the name of the Superintendent of this school district?

Incorrect name (or no knowledge)	1	
Correct name	2	☐ 13.

14. What is the name of the Principal of the high school

Incorrect name (or no knowledge)	1	
Correct name	2	☐ 14.

(4)

15. Do you know the name of the Principal of the elementary school?

Incorrect name (or no knowledge) ---------------------- 1
Correct name -- 2 ☐ 15.

(3) Issue Awareness

16. Are you aware of any questions about school policy or educational services that are being talked about by your friends or by people in your community.

No -- 1
Yes --- 2 ☐ 16.

If Yes, "What questions are you aware of?"

17. Do you believe that the public school system provides sufficient information to the community about school programs and services?

No -- 1
Yes --- 2 ☐ 17.
(INTERVIEWER SHOULD PROBE FOR ELABORATION)

C. PARTICIPATION ORIENTATIONS

(1) Interest and Participation

18. How would you characterize your CURRENT INTEREST in school matters?

Much interest --- 4
Some interest --- 3
A little interest -------------------------------------- 2
No interest --- 1 ☐ 18.

19. Do you feel that your participation in school affairs should be:

Greater than it is ------------------------------------ 4
About the same as it is -------------------------------- 3
Less than it has been ---------------------------------- 2
None at all -- 1 ☐ 19.

(2) Sense of Duty

We would like to know how you feel about the following statements. Please say whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

	SA 5	MA 4	(U) 3	MD 2	SD 1		
20. It is important to vote in school elections even when you know that the person or issue you support doesn't have a good chance to win.	5	4	3	2	1	☐	20.
21. Local school matters are not important enough to bother with.	5	4	3	2	1	☐	21.
22. It is your responsibility to participate in school affairs even when only a few other people are involved.	5	4	3	2	1	☐	22.

(3) Sense of Efficacy

Please tell us how you feel about the following statements. Please say whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

	SA 5	MA 4	(U) 3	MD 2	SD 1		
23. Views of people in the community are often ignored by school leaders.	5	4	3	2	1	☐	23.
24. People like you do have a say about what the school does.	5	4	3	2	1	☐	24.

(6)

	SA	MA	(U)	MD	SD		
	5	4	3	2	1		
25. Given the complexity of issues and organizations, there is little a person like you can do to make effective changes in the school system.	5	4	3	2	1	☐	25.
26. School officials do care what people like you think about educational programs and ideas.	5	4	3	2	1	☐	26.

II - MODES OF EDUCATIONAL PARTICIPATION

We would like to know something about the various kinds of educational activity in which you may have participated in this district during the past three or four years.

A. Could you tell me if, in the past three or four years you ever . . .
(CODE YES OR NO)

B. Would you say that you voted (each YES to A) three or more times, twice or once?

	YES	NO	THREE TIMES OR MORE	TWICE	ONCE		
1. VOTING ACTIVITY	2	1	3	2	1		
27. Voted in a school board election?	2	1	3	2	1	☐☐	27.
28. Voted on school bond or tax issues?	2	1	3	2	1	☐☐	28.
29. Voted on any other school-related issues?	2	1	3	2	1	☐☐	29.

VOTING RATE (Face Value) ☐☐

Would you say that you engaged in (each YES to A) Frequently, Occasionally, or Rarely?

	YES	NO	F	O	R		
2. CAMPAIGN ACTIVITY	2	1	3	2	1		
Participated in any school-related election by							
30. Attending meetings and rallies to support or oppose candidates, issues, bond, etc.?	2	1	3	2	1	☐☐	30.

(8)

		YES	NO	F	O	R	
	(CAMPAIGN ACTIVITY)	2	1	3	2	1	
31.	Working for candidates, issues, bonds?	2	1	3	2	1	31.
32.	Giving money to campaigns?	2	1	3	2	1	32.
33.	Buying fund-raising tickets, etc.?	2	1	3	2	1	33.
34.	Organizing campaign to support or oppose candidates, issues, bonds, etc.	2	1	3	2	1	34.
				THREE TIMES OR MORE	TWICE	ONCE	
				3	2	1	
35.	Serving as school board member?	2	1	3	2	1	35.
36.	Running unsuccessfully for school board?	2	1	3	2	1	36.
				CURRENT CANDIDATE	NEXT ELECTION	FUTURE	
				3	2	1	
37.	Seriously intending to run for school board?	2	1	3	2	1	37.

CAMPAIGN RATE (Face Value)

(9)

A. Could you tell me if, in the past three or four years you ever . . . (CODE YES OR NO)

B. Would you say that you engaged in (each YES to A) Frequently, Occasionally, or Rarely?

	YES	NO	F	O	R		
3. INDIVIDUAL CONTACTING ACTIVITY	2	1	3	2	1		
38. Parents of school-age children: (If NO, Go to Question 46.)	2	1				☐	38.
Child-School Relationships:							
39. Made it a practice to meet your child's teacher?	2	1	3	2	1	☐☐	39.
40. Called teacher on matter concerning your child?	2	1	3	2	1	☐☐	40.
41. Visited teacher on matter concerning your child?	2	1	3	2	1	☐☐	41.
42. Wrote teacher on matter concerning your child?	2	1	3	2	1	☐☐	42.
43. Called some school official on matter concerning your child?	2	1	3	2	1	☐☐	43.
44. Visited some school official on matter concerning your child?	2	1	3	2	1	☐☐	44.
45. Written some school official on matter concerning your child?	2	1	3	2	1	☐☐	45.

		YES	NO	F	O	R		
	(INDIVIDUAL CONTACTING ACTIVITY)	2	1	3	2	1		
	All Respondents:							
	Articulation of Educational Issues:							
46.	Talked about educational matters with family?	2	1	3	2	1	☐☐	46.
47.	Talked about educational matters with friends?	2	1	3	2	1	☐☐	47.
48.	Talked about educational matters with school personnel?	2	1	3	2	1	☐☐	48.
49.	Talked about educational matters with community leaders?	2	1	3	2	1	☐☐	49.
50.	Called any school official on school matters not involving child or relative?	2	1	3	2	1	☐☐	50.
51.	Visited any school official on school matters not involving child or relative?	2	1	3	2	1	☐☐	51.
52.	Written any school officials on school matters not involving child or relative?	2	1	3	2	1	☐☐	52.
53.	Written to newspapers, television, or radio stations on school questions?	2	1	3	2	1	☐☐	53.

	YES	NO	F	O	R		
(INDIVIDUAL CONTACTING ACTIVITY)	2	1	3	2	1		
54. Called, written, or visited other local elected officials (not school connected) on school questions?	2	1	3	2	1	☐☐	54.
55. Called, written, or visited any state or federal official on school questions?	2	1	3	2	1	☐☐	55.

INDIVIDUAL CONTACTING RATE (Face Value) ☐☐

4. COOPERATIVE ACTIVITY

56. Parents of school-age children: (If NO, Go to Question 60.)	2	1				☐	56.
57. Attended school functions which involved your child or relative? (If NO, Go to Question 60.)	2	1	3	2	1	☐☐	57.
58. Actively participated in school functions which involved your child or relative?	2	1	3	2	1	☐☐	58.
59. Organized school functions which involved your child or relative?	2	1	3	2	1	☐☐	59.

All Respondents:

School Board Meetings:

60. Attended local school board meetings?	2	1	3	2	1	☐☐	60.

		YES	NO	F	O	R		
	(COOPERATIVE ACTIVITY)	2	1	3	2	1		
61.	Actively participated in school board meetings?	2	1	3	2	1	☐☐	61.
62.	Organized groups for the purpose of supporting or opposing some idea, issue, or person at school board meetings?	2	1	3	2	1	☐☐	62.
	Demonstration:							
63.	Attended a demonstration for or against the school? (If NO, Go to Question 66)	2	1	3	2	1	☐☐	63.
64.	Actively participated in a demonstration for or against school?	2	1	3	2	1	☐☐	64.
65.	Organized a demonstration for or against school?	2	1	3	2	1	☐☐	65.
	Boycott:							
66.	Supported or rejected a boycott of school attendance by pupils, teachers? (If NO, Go to Question 70.)	2	1	3	2	1	☐☐	66.
67.	Actively participated or opposed boycott or school attendance?	2	1	3	2	1	☐☐	67.
68.	Organized boycott of school attendance?	2	1	3	2	1	☐☐	68.

	(COOPERATIVE ACTIVITY)	YES 2	NO 1	F 3	O 2	R 1		
69.	Organized group actively to oppose boycott of school attendance?	2	1	3	2	1	☐☐	69.
	Articulation of Educational Issues:							
70.	Been asked by friend or neighbor to write letter of praise or protest or to sign a petition on school matters? (If NO, Go to Question 73.)	2	1	3	2	1	☐☐	70.
71.	On request of friend or neighbor, written letter or signed petition on school matters?	2	1	3	2	1	☐☐	71.
72.	Organized groups by arousing friends and neighbors, getting them to write letters or protest or praise, or to sign a petition on school matters?	2	1	3	2	1	☐☐	72.
	School Functions:							
73.	Attended any school functions not involving your child or relative? (If NO, Go to Question 76.)	2	1	3	2	1	☐☐	73.
74.	Actively participated in any school functions not involving your child or relative?	2	1	3	2	1	☐☐	74.
75.	Organized any school functions not involving your child or relative?	2	1	3	2	1	☐☐	75.

(14)

(COOPERATIVE ACTIVITY)

Group Activity:

We would like to know something about the educational groups and organizations to which you might belong. Here is a list of various kinds of educational organizations.

A. Could you tell me if you belong to any of these kinds. (Show Respondent card #3.) Do you belong to any . . . (CODE YES OR NO)

B. Would you say that you are Frequently Active, Occasionally Active, Rarely Active, Inactive member of (each YES to A)?

C. Have you ever been a leader, helped organize meetings, been an officer for (each YES to A)? (CODE YES OR NO)

	YES 2	NO 1	FA 4	OA 3	RA 2	IA 1	YES 2	NO 1		
76. Parent-teacher organizations	2	1	4	3	2	1	2	1	☐☐☐	76.
77. American Federation of Teachers	2	1	4	3	2	1	2	1	☐☐☐	77.
78. Nat'l. Educ. Assn. or Affiliates	2	1	4	3	2	1	2	1	☐☐☐	78.
79. Frat. Educ. Groups (Phi Delta Kappa)	2	1	4	3	2	1	2	1	☐☐☐	79.
80. Other Educ. Associations	2	1	4	3	2	1	2	1	☐☐☐	80.
81. School Service Groups (Alumni)	2	1	4	3	2	1	2	1	☐☐☐	81.
School-Community Groups:										
82. ____________	2	1	4	3	2	1	2	1	☐☐☐	82.
83. ____________	2	1	4	3	2	1	2	1	☐☐☐	83.
Other School Groups:										
84. ____________	2	1	4	3	2	1	2	1	☐☐☐	84.

(COOPERATIVE ACTIVITY)

85. Do you belong to any other kinds of organizations--such as local governing bodies, labor unions, religious groups, or service clubs--which become involved in individual or community educational problems?

No -- 1
Yes --- 2 ☐ 85.

A. If YES, what groups are these?	B. For each group in A, would you say that you are Frequently Active, Occasionally Active, Rarely Active, or Inactive in these groups?				C. For each group in A, have you ever been a leader, helped organize meetings, been an officer?			
	FA 4	OA 3	RA 2	IA 1	YES 2	NO 1		
85a. ____________	4	3	2	1	2	1	☐☐	85a.
85b. ____________	4	3	2	1	2	1	☐☐	85b.
85c. ____________	4	3	2	1	2	1	☐☐	85c.
85d. ____________	4	3	2	1	2	1	☐☐	85d.

COOPERATIVE ACTIVITY RATE ☐☐

TOTAL ACTIVITY RATE ☐☐

III - ATTITUDES

A. POLITICAL PROGRESSIVE

Regarding the following statements on government responsibility, please tell whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

STATEMENT		DIRECTION OF AGREEMENT						
	The Government Should:	SA 5	MA 4	(U) 3	MD 2	SD 1		
86.	Encourage strong unions.	5	4	3	2	1	☐	86.
87.	Create jobs to relieve unemployment problems.	5	4	3	2	1	☐	87.
86.	Provide welfare services adequate to the needs of ALL citizens.	5	4	3	2	1	☐	88.
89.	Ensure that every citizen has a secure job and a good standard of living.	5	4	3	2	1	☐	89.
90.	Try to even out differences in wealth and social status among American citizens.	5	4	3	2	1	☐	90.
91.	Rigidly control the profits of business.	5	4	3	2	1	☐	91.
92.	Ensure equal opportunity for citizens to participate in making political decisions.	5	4	3	2	1	☐	92.
93.	Secure civil rights, liberties, and justice for all citizens.	5	4	3	2	1	☐	93.

(POLITICAL PROGRESSIVE)	SA 5	MA 4	(U) 3	MD 2	SD 1		
94. Institute more aid programs for our own disadvantaged citizens, even if this means that the government's budget is not balanced.	5	4	3	2	1	☐	94.
95. Own and operate all public utilities. (Transportation, gas, electric, railroads.)	5	4	3	2	1	☐	95.

POLITICAL PROGRESSIVE RATING (Face Value) ☐☐

B. POLITICAL TRADITIONAL

Regarding the following statements on government responsibility, please tell whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

STATEMENT	DIRECTION OF AGREEMENT						
The Government Should:	SA 5	MA 4	(U) 3	MD 2	SD 1		
96. Provide for public order, even at the expense of vocal minority groups.	5	4	3	2	1	☐	96.
97. Encourage self-reliance of citizens so that we need fewer organizations for doing good.	5	4	3	2	1	☐	97.
98. Arrange things so that business is left alone.	5	4	3	2	1	☐	98.
99. Encourage the expansion of business and industry.	5	4	3	2	1	☐	99.
100. Encourage citizens to get together to solve their problems by themselves.	5	4	3	2	1	☐	100.

	(POLITICAL TRADITIONAL)	SA 5	MA 4	(U) 3	MD 2	SD 1		
101.	Bring to justice such citizens as draft dodgers and flag burners.	5	4	3	2	1	☐	101.
102.	Provide that each citizen should remain free of government interference, free to make and spend money as he likes.	5	4	3	2	1	☐	102.
103.	Hold down all spending for welfare services.	5	4	3	2	1	☐	103.
104.	Generally not spend more money than it collects.	5	4	3	2	1	☐	104.
105.	Make laws and regulations which should ensure the prosperity of business, since the prosperity of all depends on the prosperity of business.	5	4	3	2	1	☐	105.

POLITICAL TRADITIONAL RATING (Face Value) ☐☐

C. SOCIAL PROGRESSIVE

Regarding the following statements, please tell whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

	STATEMENT	DIRECTION OF AGREEMENT						
		SA 5	MA 4	(U) 3	MD 2	SD 1		
106.	It is important that we try to protect our environment even though we might have to pay a little more for our goods and services.	5	4	3	2	1	☐	106.

	(SOCIAL PROGRESSIVE)	SA 5	MA 4	(U) 3	MD 2	SD 1		
107.	Society should be somewhat quicker to throw out old ideas and traditions and to adopt new thinking and customs.	5	4	3	2	1	☐	107.
108.	We should have tax increases when justified.	5	4	3	2	1	☐	108.
109.	People should be involved in community organizations.	5	4	3	2	1	☐	109.
110.	Community officials should get public sentiment before acting on major projects.	5	4	3	2	1	☐	110.
111.	Large fortunes should be taxed fairly heavily over and above income taxes.	5	4	3	2	1	☐	111.
112.	Unemployment insurance is an important right of the working man.	5	4	3	2	1	☐	112.
113.	The good citizen should help minority groups with their problems.	5	4	3	2	1	☐	113.
114.	True democracy is limited in the UNITED STATES because of special privileges enjoyed by business and industry.	5	4	3	2	1	☐	114.
115.	Labor unions play an essential role in American society.	5	4	3	2	1	☐	115.
116.	The main problem we face is that society doesn't give poor people a real chance to succeed.	5	4	3	2	1	☐	116.

	(SOCIAL PROGRESSIVE)	SA 5	MA 4	(U) 3	MD 2	SD 1		
117.	To ensure adequate care of the sick, society needs to change the present system of privately controlled medical care to a public system.	5	4	3	2	1	☐	117.
118.	It is important for a community to provide for the well-being of ALL its citizens.	5	4	3	2	1	☐	118.

SOCIAL PROGRESSIVE RATING (Face Value) ☐☐

D. SOCIAL-TRADITIONAL

Regarding the following statements, please tell whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

	STATEMENT	DIRECTION OF AGREEMENT						
		SA 5	MA 4	(U) 3	MD 2	SD 1		
119.	Community improvement can best be accomplished by having only a few responsible people deciding what is best for the community.	5	4	3	2	1	☐	119.
120.	The main problem we face is high taxes.	5	4	3	2	1	☐	120.
121.	Inherited racial characteristics play more of a part in the achievement of individuals and groups than is generally known.	5	4	3	2	1	☐	121.
122.	A community should avoid those improvements which might increase taxes.	5	4	3	2	1	☐	122.
123.	The best way to solve social problems is to stick close to the middle of the road, to move slowly, and to avoid extremes.	5	4	3	2	1	☐	123.

	(SOCIAL-TRADITIONAL)	SA 5	MA 4	(U) 3	MD 2	SD 1		
124.	A person should join only those organizations that will promote his own interests.	5	4	3	2	1	☐	124.
125.	Each person should handle his own affairs as he wishes, and let others handle their affairs their way.	5	4	3	2	1	☐	125.
126.	A first consideration in any community is the protection of property rights.	5	4	3	2	1	☐	126.
127.	Law enforcement officials should strictly maintain law and order.	5	4	3	2	1	☐	127.
128.	Welfare needs of people are the responsibility of themselves and their families and not of the community as a whole.	5	4	3	2	1	☐	128.
129.	Our community is good enough as it is without starting any new community improvement programs.	5	4	3	2	1	☐	129.
130.	In general, church members are better citizens.	5	4	3	2	1	☐	130.
131.	Unemployment compensation mostly helps those who will not help themselves.	5	4	3	2	1	☐	131.

SOCIAL-TRADITIONAL RATING (Face Value) ☐☐

F. T[illegible]ONAL-TRADITIONAL

Regarding the following questions about schools and education, please tell us whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #2.)

STATEMENT	DIRECTION OF AGREEMENT					
	SA	MA	(U)	MD	SD	
1. CURRICULUM	5	4	3	2	1	
132. Schools of today are neglecting the three R's.	5	4	3	2	1	☐ 132.
133. The organization of instruction and learning must be centered on universal ideas and truths if education is to be anything more than a passing fad.	5	4	3	2	1	☐ 133.
134. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	5	4	3	2	1	☐ 134.
135. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.	5	4	3	2	1	☐ 135.
E. T. C. RATING (Face Value)						☐☐
2. INTERPERSONAL RELATIONS						
136. Teachers need to keep somewhat apart from parents if they are to maintain their educational integrity.	5	4	3	2	1	☐ 136.
137. The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control, and a teacher who is an expert supplying direction, guidance and control.	5	4	3	2	1	☐ 137.

(INTERPERSONAL RELATIONS)	SA	MA	(U)	MD	SD
	5	4	3	2	1

E. T. I. R. RATING (Face Value) ☐☐

3. NORMATIVE

139.	There are too many teachers in our schools who are radical in their social and political beliefs.	5	4	3	2	1	☐	139.
140.	It would be better if teachers did not encourage the discussion of economic and political issues in classes; they are too controversial for young people to handle properly.	5	4	3	2	1	☐	140.
141.	The school can do little about such difficult social problems as prejudice and discrimination; attempts to do something about them are often likely to aggravate the situation.	5	4	3	2	1	☐	140.
142.	Public education is too secular; there is too little emphasis on religious values.	5	4	3	2	1	☐	142.
143.	Since life is essentially a struggle, children should be taught competition and the fair competitive spirit by the school.	5	4	3	2	1	☐	143.

E. T. N. RATING (Face Value) ☐☐

4. AUTHORITY-DISCIPLINE

144.	Children need and should have more supervision and discipline than they usually get.	5	4	3	2	1	☐	144.
145.	Schools should teach children dependence on higher moral values.	5	4	3	2	1	☐	145.

(AUTHORITY-DISCIPLINE)	SA 5	MA 4	(U) 3	MD 2	SD 1		
146. A good school administrator need not consult teachers in making educational policy decisions on important questions.	5	4	3	2	1	☐	146.

E. T. A. D. RATING (Face Value) ☐☐

TOTAL EDUCATIONAL-TRADITIONAL RATING
(1 + 2 + 3 + 4) ☐☐☐

F. EDUCATIONAL-PROGRESSIVE

Regarding the following questions about schools and education, please tell us whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #5.)

STATEMENT	DIRECTION OF AGREEMENT						
1. CURRICULUM	SA 5	MA 4	(U) 3	MD 2	SD 1		
147. For children in schools, knowledge and subject matter themselves are not so important as learning to solve problems.	5	4	3	2	1	☐	147.
148. Courses of study should be centered around major ideas or problems rather than around subject matter to be learned.	5	4	3	2	1	☐	148.
149. We should fit curriculum to the child and not the child to the curriculum.	5	4	3	2	1	☐	149.
150. The goals of education should be dictated by the child's interests and needs, as well as by the larger demands of society.	5	4	3	2	1	☐	150.

E. P. C. RATING (Face Value) ☐☐

2. INTERPERSONAL RELATIONS

		SA 5	MA 4	(U) 3	MD 2	SD 1		
151.	In schools, there must be a relationship of equality and friendliness between administrators and teachers before we can call a school educationally successful.	5	4	3	2	1	☐	151.
152.	The healthy interaction of pupils one with another is probably just as important in school as the learning of subject matter.	5	4	3	2	1	☐	152.
153.	If both parents and teachers would make greater efforts to be friendly and to understand each other, education could be very much improved.	5	4	3	2	1	☐	153.

E. P. I. R. RATING (Face Value) ☐☐

3. NORMATIVE

154.	Teachers have a right to have unions to protect their rights and advance their interests.	5	4	3	2	1	☐	154.
155.	Complete academic freedom at all levels of schooling is important.	5	4	3	2	1	☐	155.
156.	Both public and private schools should receive government money.	5	4	3	2	1	☐	156.
157.	All people, whether or not they have children in school, should be taxed for public education.	5	4	3	2	1	☐	157.

	(NORMATIVE)	SA 5	MA 4	(U) 3	MD 2	SD 1		
158.	Full discussion of social, economic, and political affairs must be promoted in the schools because such discussion is the best assurance that youngsters will understand both the promise of democracy and the dangers that threaten it.	5	4	3	2	1	☐	158.
159.	All children, whether black or white, Christian or Jewish, and so forth, are entitled to full equality of opportunity in education, even to the extent of integrating races and religions in the public schools.	5	4	3	2	1	☐	159.

E. P. N. RATING (Face Value) ☐☐

4. AUTHORITY-DISCIPLINE

160.	Children should be allowed more freedom than they usually get in the execution of learning activities.	5	4	3	2	1	☐	160.
161.	The traditional moral standards of our culture should not just be accepted, they should be examined and tested in solving the present problems of students.	5	4	3	2	1	☐	161.
162.	It is important to good school administration that teachers participate in deciding educational policy.	5	4	3	2	1	☐	162.

E. P. A. D. RATING (Face Value) ☐☐

TOTAL EDUCATIONAL-PROGRESSIVE RATING (Face Value) ☐☐☐
(1 + 2 + 3 + 4)

APPENDIX B

CHANGES IN INSTRUMENTATION RESULTING FROM PILOT STUDY

As a result of the pilot exercise, changes were made in each of the questionnaire's three primary parts:

Background Data

Demographic Data

Length of residency was changed to an open-ended question, thus permitting the data to determine the categories.

The question regarding registered voter status was eliminated only because the sampling procedures utilized for the primary study selected respondents from among registered voters.

The item on racial status was changed to an interviewer write-in (unless racial characteristics were ambiguous).

Income groupings were expanded to facilitate data gathering purposes.

Educational level item was changed to an open-ended question to permit an empirical ordering of categories.

Educational Awareness

There were no changes in this section.

Orientation Toward Participation Attitudes

The item "views of people in the community are often ignored by school leaders" was deleted since it was found by several subjects to be somewhat intimidating; they felt uncomfortable answering the question.

The item "given the complexity of issues and organizations, there is little a person like you can do to make effective changes in the school system" was simplified; the first phrase unduly complicated the question for some respondents.

The item, "people like you do have a say about what the school does" was reworded to "people like you can influence the way in which school officials run the schools"; the original statement was ambiguous to several respondents.

Modes of Participation

Generally, scoring procedures for the participation portion of the questionnaire were found to be cumbersome and not useful to data analysis. As a result, the types of answers requested and the wording and combination of questions was altered to streamline the data gathering and analysis processes.

Voting

As with many of the participation questions, attempts to ascertain currency of activity and frequency of participation led to a cumbersome and unwarranted biasing of scores in the analysis. To reduce this concern, and given that the study district was known to have only school board and bond elections, one question was eliminated, and two were added to ascertain whether subjects had voted in the most recently specified election.

Campaign Activity

Eight highly specific questions were refined to four general questions, with the exception of the item regarding running for the school board.

Individual Contacting

The number of questions was reduced from eleven to seven, with refined wording to emphasize identification of "initiative-demanding" contacts. This refinement led to the elimination of separate "writing to" and "talking to" questions, and the substitution of "contacting" school personnel, community leaders, federal officials, and the mass media.

Cooperative Activity

The "attending-participating-organizing" organization of questions used for the pilot was eliminated as providing unnecessary specificity. Questions were simplified and reduced into two questions emphasizing cooperation with others to solve problems, two basic membership questions which detail respondents organizational activity, and other questions identifying "active participation" as the crucial situation in the context of the various activities possible in a community.

General Attitudes

A reliability test was run on the general attitude questions. On the basis of this analysis, respondent comments, and interviewer experience and judgment, some questions were reworded or eliminated. In addition, for the study, the progressive and traditional questions were randomly interspersed within a section (i.e., political, social, and educational sections) to avoid possible response set influences; a sentence format was created for the questions (benefiting the interviewers and creating clarity and variety). The purpose was to eliminate difficult and ambiguous questions.

APPENDIX C

THE RESEARCH INTERVIEW SCHEDULE: "CITIZEN PARTICIPATION IN EDUCATIONAL SYSTEMS."

THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR COGNITIVE LEARNING

The University of Wisconsin Madison
1025 West Johnson Street
Madison WI 53706
(608) 262-4901

Home-School-Community
Relations Project:
Interview Schedule

October, 1974

CITIZEN PARTICIPATION IN EDUCATIONAL SYSTEMS

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that agency should be inferred.

Center Contract No. NE-C-00-3-0065

Interviewer's Name________________________________ Sample No.: ☐ ☐ ☐ 1

Date:__________________________ Time Started:_________ Time Completed:__________

I - BACKGROUND DATA

INTRODUCTION AT INTERVIEW SITE: Hello, I'm (--name--) representing the Wisconsin Research and Development Center. In cooperation with the   County School System, we are conducting a   district survey; and I'm here to interview (--insert name of respondent--). Is (he/she) here?

IF YES, PROCEED WITH INTERVIEW. (CIRCLE NUMBER OF FILL IN, AS APPROPRIATE.)
IF NO, RECORD CALL AND SET UP NEW APPOINTMENT.

A. PERSONAL INFORMATION

1. How long have you been living here in   County?

   ____ ☐ 1.

2. (Indicate sex of Respondent.)

   Male -- 1
   Female -------------------------------------- 2 ☐ 2.

3. (Indicate racial/ethnic group identification of Respondent. If in doubt, ask, "With which racial/ethnic group do you wish to be identified?")

   Black --------------------------------------- 1
   White --------------------------------------- 2
   Native American ----------------------------- 3
   Spanish-Speaking American ------------------- 4

   OTHER _______________________________________ 5 ☐ 3.

4. Would you please look at this card (show Respondent Card #1) and tell me which figure comes closest to your total family income for the past year (before taxes). Just tell me the number next to the figure that fits you best, please.

   1. Less than $3,000 ---------------------------- 1
   2. $3,000 - $5,000 ----------------------------- 2
   3. $5,000 - $10,000 ---------------------------- 3
   4. $10,000 - $15,000 --------------------------- 4
   5. $15,000 - $20,000 --------------------------- 5
   6. $20,000 - $25,000 --------------------------- 6
   7. Over $25,000 -------------------------------- 7
   8. Don't know ---------------------------------- 8
   9. Refused ------------------------------------- 9
   0 No response or missing information ---------- 0 ☐ 4.

(2)

5. Do you have any children?

No -- 0
Yes --- 1 ☐ 5.

6. Do you currently have children in public or private school (K-12)?

Public School -- 1
Private School --- 2
Both --- 3
Neither -- 0 ☐ 6.

7. What kind of work do you normally do?
(If more than one job, that job bringing in the greatest income.)

____ ☐☐ 7.

8. (If Respondent is student, teacher, administrator in schools, or is connected with an educational institution, ask the following.)

With which school or educational office are you connected?

____ ☐☐ 8.

9. Would you please tell me when you were born?

____ ☐☐ 9.

10. What is the last grade or year in school which you completed?

____ ☐☐ 1

(3)

B. EDUCATIONAL SYSTEM AWARENESS

(1) Conflict Awareness

11. In many communities there are groups of people or organizations that are opposed to each other. In County what are the major groupings of people that oppose each other on educational matters? I mean groups that may have differences of interest on school questions.

Not aware of conflict or controversy ------------------- 0
No groups known, but some sense of conflict ------------ 1
Aware of conflict and groups mentioned ----------------- 2 ☐ 11.

Groups in conflict ____

____

____

____

(2) Leadership Awareness

We are interested in how well known the school leaders of this community are.

12. Could you tell me the name of the Superintendent of the County School District?

Incorrect name (or no knowledge) ---------------------- 0
Correct name -- 1 ☐ 12.

13. What is the name of the Principal of the Junior High School?

Incorrect name (or no knowledge) ---------------------- 0
Correct name -- 1 ☐ 13.

14. Do you happen to know the name of the Principal of the Elementary School?

Incorrect name (or no knowledge) ---------------------- 0
Correct name -- 1 ☐ 14.

15. And do you know the name of the Principal of the High School?

Incorrect name (or no knowledge) ---------------------- 0
Correct name -- 1 ☐ 15.

(3) Issue Awareness

16. Are you aware of any questions about school policy or educational services that are being talked about by your friends or by people in your community?

No -- 0
Yes --- 1 ☐ 16.

If Yes, "What questions are you aware of?"

____

____

____

____

____

17. Do you believe that the public school system provides sufficient information to the community about school programs and services?

No -- 0
Yes --- 1 ☐ 17.
(INTERVIEWER SHOULD PROBE FOR ELABORATION)

____

____

____

C. PARTICIPATION ORIENTATIONS

(1) Interest and Participation

18. How would you characterize your CURRENT INTEREST in school matters?

Much interest ------------------------------------- 3
Some interest ------------------------------------- 2
A little interest ---------------------------------- 1 ☐ 18.
No interest --------------------------------------- 0

19. Do you feel that your participation in school affairs should be:

Greater than it is -------------------------------- 3
About the same as it is -------------------------- 2
Less than it has been ----------------------------- 1 ☐ 19.
None at all --------------------------------------- 0

(2) Sense of Duty

We would like to know how you feel about the following statements. Please say whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE.
(Show Respondent Card #2.)

		SA 5	MA 4	(U) 3	MD 2	SD 1	
20.	It is very important to vote in school elections even when you know that the person or issue you support does not have a good chance to win.	5	4	3	2	1	☐ 20.
21.	Local school matters are not important enough to bother with.	1	2	3	4	5	☐ 21.
22.	It is your civic responsibility to participate in school affairs even when only a few other people are involved.	5	4	3	2	1	☐ 22.
	(3) Sense of Efficacy						
23.	People like you can influence the way in which school officials run the schools.	5	4	3	2	1	☐ 23.
24.	There is little a person like you can do to make effective changes in the school system.	1	2	3	4	5	☐ 24.
25.	School officials do care what people like you think about educational programs and ideas.	5	4	3	2	1	☐ 25.

II - MODES OF EDUCATIONAL PARTICIPATION

We would like to know something about the various kinds of educational activity in which you may have participated in the County School District.

A. VOTING ACTIVITY

1. Do you vote in County school board elections FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently (or for as long as Respondent eligible to vote) 3
Occasionally -- 2
Rarely -- 1
Not at all -- 0
Don't know, or no answer ---------------------------- 9 ☐ 1.

2. Did you vote in the school board election held in May, 1974?

Yes --- 1
No -- 0
Don't know, or no answer ---------------------------- 9 ☐ 2.

3. Do you vote in County school bond or special school tax elections FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently (or for as long as Respondent eligible to vote) 3
Occasionally -- 2
Rarely -- 1
Not at all -- 0
Don't know, or no answer ---------------------------- 9 ☐ 3.

4. Did you vote in the school bond election held in February, 1974?

Yes --- 1
No -- 0
Don't know, or no answer ---------------------------- 9 ☐ 4.

B. CAMPAIGN ACTIVITY

5. Do you attend any meetings or rallies related to County school board or school bond elections FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently -- 3
Occasionally -- 2
Rarely -- 1
Not at all -- 0
Don't know, or no answer ---------------------------- 9 ☐ 5.

(7)

6. During school board or school bond election periods, do you try to tell people why they should vote for (or against) one of the candidates or bonds FREQUENTLY, OCCASIONALLY, RARELY or NOT AT ALL?

Frequently -------------------- 3
Occasionally -------------------- 2
Rarely -------------------- 1
Not at all -------------------- 0
Don't know, or no answer -------------------- 9 ☐ 6.

7. Do you work for or do anything to help the campaigns for (or against) school board candidates or County bond issues FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently -------------------- 3
Occasionally -------------------- 2
Rarely -------------------- 1
Not at all -------------------- 0
Don't know, or no answer -------------------- 9 ☐ 7.

8. Have you ever run for a position on the County school board?

Yes -------------------- 1
No -------------------- 0
Don't know, or no answer -------------------- 9 ☐ 8.

C. INDIVIDUAL CONTACTING ACTIVITY

9. (FOR PARENTS OF SCHOOL-AGE CHILDREN ONLY; if not, go on to Question 12)

Do you personally go to see or speak to your child's (children's) teacher on matters concerning your child (children) FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently -------------------- 3
Occasionally -------------------- 2
Rarely -------------------- 1
Not at all -------------------- 0
Don't know, or no answer -------------------- 9 ☐ 9.

10. (FOR PARENTS OF SCHOOL-AGE CHILDREN ONLY)

Do you go to see or speak to your child's (children's) principal on matters concerning your child (children) FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently -------------------- 3
Occasionally -------------------- 2
Rarely -------------------- 1
Not at all -------------------- 0
Don't know, or no answer -------------------- 9 ☐ 10.

11. (FOR PARENTS OF SCHOOL-AGE CHILDREN ONLY)

Have you ever contacted any other community or County leader on a matter concerning your child (children)?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 11.

12. Personally, have you ever gone to see or spoken to any County school teacher or administrator on particular school questions?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 12.

13. Have you ever contacted community or County leaders on particular school questions?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 13.

14. Have you ever gone to see, spoken to, or written any state or federal official on particular school questions?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 14.

15. Have you ever contacted local newspapers, television, or radio stations on particular school questions?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 15.

D. COOPERATIVE ACTIVITY

16. Have you ever worked with other people in your community or in the County to try to solve some school or educational problems?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 16.

17. Have you ever taken part in forming a new group or a new organization to try to solve some school or educational problem facing people in your community or in County?

Yes -- 1
No -- 0
Don't know -- 9 ☐ 17.

18. Now we would like to know something about the local educational groups and organizations to which you might belong. Here is a list of various kinds of school organizations. For those organizations in which you are a member, could you please tell me whether you are FREQUENTLY ACTIVE, OCCASIONALLY ACTIVE, RARELY ACTIVE, or INACTIVE. (Show Respondent Card #3.)

		FA	OA	RA	IA	(N/M)		
a.	School Board Member	3	2	1	0	9	☐	a.
b.	Local Parent Teachers Organization	3	2	1	0	9	☐	b.
c.	Local affiliate of the American Federation of Teachers	3	2	1	0	9	☐	c.
d.	Local affiliate of the National Education Association	3	2	1	0	9	☐	d.
e.	Any school-community groups ________________________ ________________________	3	2	1	0	9	☐	e.
f.	Any other school or local educational organization, group or association ________________________ ________________________	3	2	1	0	9	☐	f.

TOTAL NUMBER OF ACTIVE MEMBERSHIPS -------------------------- ☐ 18.

19. We would like to know if you belong to any other kinds of organizations--such as local governing bodies, labor unions, religious groups, or service clubs--which become involved in trying to solve individual or community educational problems. If you are a member or any such group, could you please tell us the name of the group and whether you are FREQUENTLY ACTIVE, OCCASIONALLY ACTIVE, RARELY ACTIVE, or INACTIVE.

		FA	OA	RA	IA	(N/M)		
a.	________________________	3	2	1	0	9	☐	a.
b.	________________________	3	2	1	0	9	☐	b.
c.	________________________	3	2	1	0	9	☐	c.

TOTAL NUMBER OF ACTIVE MEMBERSHIPS -------------------------- ☐ 19.

20. (FOR PARENTS OF SCHOOL-AGE CHILDREN; if not, go on to Question 22)

Do you actively participate in school activities which involve your child (children) FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently	3
Occasionally	2
Rarely	1
Not at all	0
Don't know, or no answer	9

☐ 20.

21. (FOR PARENTS OF SCHOOL-AGE CHILDREN)

Have you ever organized any school activities which involved your child (children)?

Yes	1
No	0
Don't know, or no answer	9

☐ 21.

22. Do you actively participate in school board meetings FREQUENTLY, OCCASIONALLY, RARELY, or NOT AT ALL?

Frequently	3
Occasionally	2
Rarely	1
Not at all	0
Don't know, or no answer	9

☐ 22.

23. Have you ever organized a group for the purpose of supporting or opposing some idea, issue, or person at County school board meetings?

Yes	1
No	0
Don't know, or no answer	9

☐ 23.

24. Have you ever actively participated in a demonstration for or against a County school?

Yes	1
No	0
Don't know, or no answer	9

☐ 24.

25. Have you ever actively participated in or actively opposed a boycott of school attendance?

Yes	1
No	0
Don't know, or no answer	9

☐ 25.

(11)

26. Have you ever signed or written a petition on school matters in County?

Yes	1		
No	0	☐	
Don't know, or no answer	9		26.

27. Have you ever actively participated in any County school activities which did not involve your child or relative?

Yes	1		
No	0	☐	
Don't know, or no answer	9		27.

(12) ☐ ☐ ☐ 2

III - ATTITUDES

A. POLITICAL

Regarding the following statements on governmental responsibility, please tell whether you STRONGLY AGREE, MODERATELY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Show Respondent card #4.)

STATEMENT	DIRECTION OF AGREEMENT						
	SA 5	MA 4	(U) 3	MD 2	SD 1		
1. The government should ensure that American military forces are well equipped, even if this means the government has to limit spending for other social programs. (T)	5	4	3	2	1	☐	1.
2. The government should encourage strong unions. (P)	5	4	3	2	1	☐	2.
3. The government should support some form of public financing for presidential and congressional election campaigns. (P)	5	4	3	2	1	☐	3.
4. The government should ensure that every citizen has a secure job and a good standard of living. (P)	5	4	3	2	1	☐	4.
5. The government should provide that each citizen should remain free to make and spend money as he likes without governmental regulations. (T)	5	4	3	2	1	☐	5.
6. It is important for the government to avoid wage and price controls. (T)	5	4	3	2	1	☐	6.
7. Draft evaders should be granted unconditional amnesty. (P)	5	4	3	2	1	☐	7.

(13)

(POLITICAL)

STATEMENT	DIRECTION OF AGREEMENT						
	SA 5	MA 4	(U) 3	MD 2	SD 1		
8. Individuals and organizations should be able to contribute as much money as they wish to any political campaign. (T)	5	4	3	2	1	☐	8.
9. It is important for government to provide favorable tax breaks for big business and corporate farms. (T)	5	4	3	2	1	☐	
10. The government should provide welfare services adequate to the needs of all citizens. (P)	5	4	3	2	1	☐	10.
11. The profits of big business should be rigidly controlled by government regulations. (P)	5	4	3	2	1	☐	11.
12. The government should provide for public law and order, even at the expense of vocal minority groups. (T)	5	4	3	2	1	☐	12.
13. The government should hold down all spending for welfare services. (T)	5	4	3	2	1	☐	13.
14. The government should avoid any social improvements which might increase taxes. (T)	5	4	3	2	1	☐	14.
15. The government's concern with environmental protection has hindered the proper development of our natural resources. (T)	5	4	3	2	1	☐	15.

(14)

(POLITICAL)

STATEMENT	DIRECTION OF AGREEMENT SA 5	 MA 4	 (U) 3	 MD 2	 SD 1	
16. It is important for government to try to even out differences in wealth and social status among American citizens. (P)	5	4	3	2	1	☐ 16.
17. The government should own and operate all public utilities. (Transportation, gas, electric, railroads, telephone.) (P)	5	4	3	2	1	☐ 17.
18. The government should institute more aid programs for disadvantaged citizens, even if this means that the government's budget is not balanced. (P)	5	4	3	2	1	☐ 18.
19. It is important for government to create jobs to relieve unemployment problems. (P)	5	4	3	2	1	☐ 19.
20. The government definitely should not spend more money than it collects. (T)	5	4	3	2	1	☐ 20.

B. SOCIAL

Regarding the following social statements, again please tell whether you STRONGLY AGREE, MODERATLEY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Continue to use Respondent card #4.)

STATEMENT	DIRECTION OF AGREEMENT SA 5	 MA 4	 (U) 3	 MD 2	 SD 1	
1. Unemployment compensation mostly helps those who will not help themselves. (T)	5	4	3	2	1	☐ 1.

(SOCIAL)

STATEMENT	DIRECTION OF AGREEMENT SA 5	 MA 4	 (U) 3	 MD 2	 SD 1		
2. It is important that we try to protect our environment even though we may have to pay more money for our goods and services. (P)	5	4	3	2	1	☐	2.
3. The main problem we face is that society does not give poor people a real chance to succeed. (P)	5	4	3	2	1	☐	3.
4. Large fortunes should be taxed fairly heavily over and above income taxes. (P)	5	4	3	2	1	☐	4.
5. The facts on crime and sexual immorality show that we must exercise greater discipline over our young people if we are going to save our moral standards. (T)	5	4	3	2	1	☐	5.
6. Welfare needs of people are the responsibility of themselves and their families and not of the community as a whole. (T)	5	4	3	2	1	☐	6.
7. True democracy is limited in America because of special privileges enjoyed by business and industry. (P)	5	4	3	2	1	☐	7.
8. Inherited racial characteristics play more of a part in the achievement of individuals and groups than is generally accepted. (T)	5	4	3	2	1	☐	8.
9. Patriotism and loyalty are the most important requirements of a good citizen. (T)	5	4	3	2	1	☐	9.

(SOCIAL) STATEMENT	DIRECTION OF AGREEMENT						
	SA 5	MA 4	(U) 3	MD 2	SD 1		
10. A community is improved when every citizen is given an equal chance to influence important decisions. (P)	5	4	3	2	1	☐	10.
11. The good citizen should help minority groups with their problems. (P)	5	4	3	2	1	☐	11.
12. The best way to solve social problems is to stick close to the middle of the road, to move slowly, and to avoid extremes. (T)	5	4	3	2	1	☐	12.
13. A first consideration in any community is the protection of property rights. (T)	5	4	3	2	1	☐	13.
14. Community officials should be permitted to censor books which are not in keeping with local moral standards. (T)	5	4	3	2	1	☐	14.
15. Society ought to allow an individual to "go it alone," to avoid dependence on others, and to control his own life. (T/P)	5	4	3	2	1	☐	15.
16. Unemployment compensation is an important right of the working man. (P)	5	4	3	2	1	☐	16
17. Community officials must obtain public feeling before acting on major projects. (P)	5	4	3	2	1	☐	17.

(SOCIAL)

STATEMENT	DIRECTION	OF AGREEMENT					
	SA 5	MA 4	(U) 3	MD 2	SD 1		
18. To ensure adequate care of the sick, society needs to change the present system of privately controlled medical care to a public system. (P)	5	4	3	2	1	☐	18.
19. One of the most important ways in which a person can become a good citizen is by attending religious services regularly.(T)	5	4	3	2	1	☐	19.
20. We should have tax increases, if necessary, to finance useful social programs. (P)	5	4	3	2	1	☐	20.
21. Law enforcement officials should "go by the book" and strictly maintain law and order. (T)	5	4	3	2	1	☐	21.

C. EDUCATIONAL

Regarding the following statements about schools and education, once again would you please tell us whether you STRONGLY AGREE, MODERATLEY AGREE, MODERATELY DISAGREE, or STRONGLY DISAGREE. (Continue to use Respondent card #4.)

STATEMENT	DIRECTION	OF AGREEMENT					
	SA 5	MA 4	(U) 3	MD 2	SD 1		
1. The main purpose of school learning is to increase a child's storehouse of information that he can use in the future. (T)	5	4	3	2	1	☐	1.
2. In school, emotional and social development are more important for a child than is academic excellence. (P)	5	4	3	2	1	☐	2.

(EDUCATIONAL)

STATEMENT	DIRECTION	OF AGREEMENT					
	SA 5	MA 4	(U) 3	MD 2	SD 1		
3. It is more important that the child learns how to approach and solve problems than it is for him to master the information presented in the various courses of study. (P)	5	4	3	2	1	☐	3.
4. Children should be allowed more freedom than they usually get in the classroom. (P)	5	4	3	2	1	☐	4.
5. Sex education should not be taught in the schools (T)	5	4	3	2	1	☐	5.
6. There is too little importance attached to religious values in modern public schools. (T)	5	4	3	2	1	☐	6.
7. The American public school should take an active part in encouraging social change. (P)	5	4	3	2	1	☐	7.
8. Federally financed projects, like the hot lunch programs, are valuable for children in schools. (P)	5	4	3	2	1	☐	8.
9. Since life is essentially a struggle, children should be taught competition and the competitive spirit by the schools. (T)	5	4	3	2	1	☐	9.
10. Private schools should receive government money. (P)	5	4	3	2	1	☐	10.

(EDUCATIONAL)

STATEMENT	DIRECTION	OF AGREEMENT					
	SA 5	MA 4	(U) 3	MD 2	SD 1		
11. The basic purpose of schooling should be to teach the values and traditions of American society. (T)	5	4	3	2	1	☐	11.
12. The goals of education should be determined by children's interests and needs. (P)	5	4	3	2	1	☐	12.
13. Children need and should have more discipline in schools than they usually receive. (T)	5	4	3	2	1	☐	13.
14. There are too many radical teachers in our schools. (T)	5	4	3	2	1	☐	14.
15. Schools of today are neglecting basic studies like reading, writing, and arithmetic. (T)	5	4	3	2	1	☐	15.
16. What is needed in the modern classroom is a revival of the teacher's authority. (T)	5	4	3	2	1	☐	16.
17. Teachers should be free to teach what they believe is right and proper, as long as they cover the necessary courses of study. (P)	5	4	3	2	1	☐	17.
18. Full discussion of social, economic, and political affairs must be promoted in schools. (P)	5	4	3	2	1	☐	18.

(EDUCATIONAL)

STATEMENT	DIRECTION OF AGREEMENT						
	SA 5	MA 4	(U) 3	MD 2	SD 1		
19. All children, whether black or white, Christian or Jewish, and so forth, are entitled to full access to education, even if this requires integrating races and religions in the public schools. (P)	5	4	3	2	1	☐	19.
20. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children. (T)	5	4	3	2	1	☐	20.
21. The school should not try to solve such social problems as prejudice and discrimination. (T)	5	4	3	2	1	☐	21.
22. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in. (P)	5	4	3	2	1	☐	22.

APPENDIX D

CODING INFORMATION WITH QUESTION RESPONSES

Column

I. BACKGROUND DATA (Sample Size = 139)

1-3 Respondent Identification Number

4 Card Number 1

Question Identification

5 1. Length of County residence.

Raw Data:	%
1. Less than 1 year	(0)
2. 1-3 years	(8)
3. 4-6 years	(13)
4. 7-9 years	(6)
5. 10-12 years	(4)
6. 13-15 years	(8)
7. 15 + years	(61)
8. Not Ascertained	(0)

Recoded Data:
1,2,3 = 1 (1-6 years)
4,5,6 = 2 (7-15 years)
7 = 3 (15 + years)
9 = Eliminated

6 2. Sex of respondent.

Raw Data:	%
1. Male	(50)
2. Female	(50)

7 3. Racial identification

Raw Data:	%
1. Black	(14)
2. White	(86)
3. Native American	(0)
4. Spanish Speaking	(0)
5. Other	(0)
9. Not Ascertained	(0)

Recoded Data:
3,4,5,9 = Eliminated

8 4. Total family income.

Raw Data:	%
1. Less than $2,999	(9)
2. $3,000-4,999	(6)
3. $5,000-9,999	(27)
4. $10,000-14,999	(22)
5. $15,000-19,999	(16)
6. $20,000-24,999	(7)
7. Over $25,000	(8)
9. Not Ascertained	(5)

Recoded Data:
1,2 = 1 (0-5,000)
3 = 2 (5-10,000)
4,9 = 3 (10-15,000)
5,6 = 4 (15-25,000)
7 = 5 (25,000+)

Column

9 5. Children.

Raw Data:	%
0. No	(30)
1. Yes	(70)

10 6. Children in public/private schools (k-12).

Raw Data:	%	Recoded Data
0. Neither	(64)	0 = 0 (No children in school)
1. Public	(35)	1,2,3 = 1 (Children in school)
2. Private	(0)	
3. Both	(1)	

11-12 7. Primary occupation.

Raw Data:	Recoded Data:	
00. Unemployed	(2)	10 = 1 (Professional)
10. Professional	(12)	11-18 = 2 (Educ Professional)
11. College professor	(2)	20,25 = 3 (Manager, farmer)
13. Public educ. administrator	(*)	70 = 5 (Student
14. Principal (or Asst)	(*)	75 = 6 (Housewife)
15. Teacher (K-12)	(7)	80 = 7 (Retired)
18. Substitute teacher	(1)	65,90,99 = 8 (Other)
20. Manager	(4)	
25. Farmer	(7)	
30. Clerical	(6)	
35. Sales Worker	(*)	
40. Craftsmen	(5)	
45. Operative	(1)	
50. Private household worker	(7)	
55. Service worker	(5)	
60. Farm laborer	(2)	
65. Laborer	(1)	
70. Student	(6)	
75. Housewife	(16)	
80. Retired	(10)	
90. Other	(*)	
99. Not Ascertained	(2)	

13-14 8. Affiliation with educational institutions.

Raw Data:	%	Recoded Data:
00. None	(76)	00 = 0 (None)
10. Elementary(local)	(2)	10,20,40,50 = 1 (Town/County
20. Junior high(local)	(1)	71, 80 = 2 (Local College)
40. Other county schools		

Column Question Identification

8. Continued

Raw Data:		Recoded Data:
50. County administrator	(2)	
60. Non-county schools	(4)	
71. Local college student	(2)	
80. Local college employee	(*)	
90. State level educational institution	(*)	

15-16 9. Age (1974 minus year of birth).

Recoded Data Only:	%	
1. 20-29 years	(17)	
2. 30-39 years	(25)	
3. 40-49	(22)	(Including 3% Not Ascertained)
4. 50-59	(14)	
5. 60-65	(12)	
6. 66+	(9)	

17-18 10. Educational Attainment Level.

Raw Data:	%
10. Grades 0-8	(12)
11. Grades 9-10	(9)
12. Grades 11-12 (incomplete)	(3)
15. High school diploma	(24)
20. 1-2 years college (incomplete)	(8)
25. 1-2 years college (degree)	(*)
30. 3-4 years college (incomplete	(6)
35. College degree	(18)
40. Post college (incomplete)	(6)
45. Master's degree	(4)
50. Post Master's work	(4)
55. Doctorate	(3)
99. Not Ascertained	(3)

Recoded Data:
10 = 1 (0-8)
11,12 = 2 (Some high school)
15,99 = 3 (H.S. diploma)
20,25,30 = 4 (Some college)
35 = 5 (College degree)
40,45,50,55 = 6 (Post B.A. work)

19 11. County Groupings Opposed on Educational Matters.

Raw Data:	%	Recoded Data
0. Not Aware	(65)	0 = 0 (Not Aware)
1. Sense of conflict	(10)	1,2 = 1 (Aware)
2. Sense of conflict and knowledge of groups involved	(25)	

20 12. Identification of School Superintendent.

Raw Data:	%
0. Incorrect	(41)
1. Correct	(59)

21 13. Identification of local junior high school principal.

Raw Data:	%
0. Incorrect	(54)
1. Correct	(46)

22 14. Identification of local elementary school principal.

Raw Data:	%
0. Incorrect	(42)
1. Correct	(58)

23 15. Identification of county high school principal

Raw Data:	%
0. Incorrect	(46)
1. Correct	(54)

24 16. School policy and educational services issue awareness

Raw Data:	%
0. No	(62)
1. Yes	(38)

25 17. Identification with school-community communication.

Raw Data:	%	Recoded Data
0. No	(27)	Question eliminated
1. Yes	(70)	
9. Don't Know	(4)	

26 18. Current interest in school matters.

Raw Data:	%	Recoded Data
0. None	(8)	0,1 = 0 (None)
1. A little	(18)	2,3 = 1 (Some)
2. Some	(33)	
3. Much	(41)	

Column Question Identification

27 19. Ideal level of participation in school affairs.

Raw Data:	%	Recoded Data
0. None	(6)	0,1,2 = 0 (Some)
1. Less than has been	(1)	3 = 1 (Greater)
2. About the same	(45)	
3. Greater than it is now	(48)	

28 20. Importance of voting in school elections.

Raw Data:	%	Recoded Data:
1. Strongly Disagree	(2)	1,2,3 = 0 (Low)
2. Moderately Disagree	(4)	4,5 = 1 (High)
3. Uncertain	(0)	
4. Moderately Agree	(17)	
5. Strongly Agree	(77)	

29 21. Unimportance of local school matters.

Raw Data:	%	Recoded Data:
1. Strongly Agree	(3)	1,2,3 = 0 (Low)
2. Moderately Agree	(9)	4,5 = 1 (High)
3. Uncertain	(0)	
4. Moderately Disagree	(14)	
5. Strongly Disagree	(74)	

30 22. Civic responsibility to participate.

Raw Data:	%	Recoded Data
1. Strongly Disagree	(4)	1,2,3 = 0 (Low)
2. Moderately Disagree	(6)	4,5 = 1 (High)
3. Uncertain	(1)	
4. Moderately Agree	(45)	
5. Strongly Agree	(44)	

31 23. One can influence the way schools are run.

Raw Data:	%	Recoded Data
1. Strongly Disagree	(12)	1,2,3 = 0 (Low)
2. Moderately Disagree	(19)	4,5 = 1 (High)
3. Uncertain	(1)	
4. Moderately Agree	(40)	
5. Strongly Agree	(28)	

Column	Question Identification		
32	24. Little a person can do to make effective changes.		
	Raw Data:	%	Recoded Data:
	1. Strongly Agree	(13)	1,2,3 = 0 (Low)
	2. Moderately Agree	(33)	4,5 = 1 (High)
	3. Uncertain	(1)	
	4. Moderately Disagree	(30)	
	5. Strongly Disagree	(23)	
33	25. School officials care what people think.		
	Raw Data:	%	Recoded Data:
	1. Strongly Disagree	(9)	1,2,3 = 0 (Low)
	2. Moderately Disagree	(15)	4,5 = 1 (High)
	3. Uncertain	(2)	
	4. Moderately Agree	(44)	
	5. Strongly Agree	(30)	

Column Question Identification

II. MODES OF EDUCATIONAL PARTICIPATION (Sample Size = 139)

34 1. Voting in County school board elections

Raw Data:	%	Recoded Data:
0. Not at all	(17)	0,1 = 0
1. Rarely	(4)	2,3 = 1
2. Occasionally	(14)	
3. Frequently	(65)	

35 2. Voting in May 1974 board election.

Raw Data:	%	Recoded Data:
0. No	(41)	0,9 = 0
1. Yes	(57)	1 = 1
9. Not Ascertained	(2)	

36 3. Voting in County school bond elections.

Raw Data:	%	Recoded Data:
0. Not at all	(14)	0,1,9 = 0
1. Rarely	(3)	2,3 = 1
2. Occasionally	(14)	
3. Frequently	(69)	
9. Not Ascertained	(*)	

37 4. Voting in February 1974 bond elections.

Raw Data:	%	Recoded Data:
0. No	(33)	0,9 = 0
1. Yes	(63)	1 = 1
9. Not Ascertained	(4)	

38 5. Attending meetings or rallies related to educational campaigns

Raw Data:	%	Recoded Data:
0. Not at all	(79)	0,1 = 0
1. Rarely	(6)	2,3 = 1
2. Occasionally	(9)	
3. Frequently	(5)	

39 6. Tell people why they should vote

Raw Data:	%	Recoded Data:
0. Not at all	(46)	0,1 = 0
1. Rarely	(10)	2,3 = 1
2. Occasionally	(25)	
3. Frequently	(19)	

40 7. Helping educational campaigns

Raw Data:	%	Recoded Data:
0. Not at all	(63)	0,1 = 0
1. Rarely	(8)	2,3 = 1
2. Occasionally	(21)	
3. Frequently	(9)	

Column Question Identification

41 8. Running for position on school board.

Raw Data:	%
0. No	(99)
1. Yes	1

42 9. Parents contacting child's teacher

Raw Data:	%	Recoded Data:
0. Not at all	(6)	0,1,9 = 0
1. Rarely	(2)	2,3 = 1
2. Occasionally	(16)	
3. Frequently	(12)	
9. Does not apply	(64)	

44 10. Parents contacting child's principal

Raw Data:	%	Recoded Data:
0. Not at all	(14)	0,1,9 = 0
1. Rarely	(7)	2,3 = 1
2. Occasionally	(12)	
3. Frequently	(4)	
9. Does not apply	(64)	

44 11. Parents contacting community/county leader

Raw Data:	%	Recoded Data:
0. No	(30)	0,9 = 0
1. Yes	(6)	1 = 1
9. Does not apply	(64)	

45 12. Contacting County school teacher on school questions.

Raw Data:	%	Recoded Data:
0. No	(65)	0,9 = 0
1. Yes	(34)	1 = 1
9. Not Ascertained	(*)	

46 13. Contacting community leaders on school questions.

Raw Data:	%	Recoded Data:
0. No	(78)	0,9 = 0
1. Yes	(22)	1 = 1
9. Not Ascertained	(*)	

47 14. Contacting state/federal official on school question.

Raw Data:	%
0. No	(91)
1. Yes	(9)

48 15. Contacting mass media on school question.

Raw Data:	%
0. No	(93)
1. Yes	(7)

Column Question Identification

49 16. Working with others to solve school/educational problems.

Raw Data:	%	Recoded Data:
0. No	(68)	0,9 = 0
1. Yes	(30)	1 = 1
9. Not Ascertained	(1)	

50 17. Helping to form new group to solve school/educational problems

Raw Data:	%	Recoded Data:
0. No	(91)	0,9 = 0
1. Yes	(9)	1 = 1
9. Not Ascertained	(*)	

18. Belonging to local educational groups.
Raw Data:

Column		Frequently Active (3)	Occasionally Active (2)	Rarely Active (1)	Inactive (0)	Non-Member (9)
51	a. School board member	1%	0	1	0	97
52	b. Local PTO	8%	14	3	6	70
53	c. Local of AFT	1%	1	4	*	96
54	d. Local of NEA	6%	2	1	*	90
55	e. School/community groups	8%	7	2	0	83
56	f. School/community groups	--	--	--	--	--
57	g. Other groups	9%	2	2	0	86
58	h. Other groups	--	--	--	--	--

59 Total number of active memberships (occasionally/frequently active)

0 = 65%
1 = 22%
2 = 6%
3 = 3%
4 = 2%
5 = *
6 = 1%

Recoded Data:
0 = 0 (No active memberships)
1-6 = 1 (One or more active memberships)

19. Belonging to other organizations involves in educational issues
Raw Data:

Column		Frequently Active (3)	Occasionally Active (2)	Rarely Active (1)	Inactive (0)	Non-Member (9)
60	a. One group	22%	14	*	*	63
61	b. Second group	5%	2	0	1	91
62	c. Third group	2	1	0	2	94

64 Total number of active memberships (occasionally/frequently active)

0 = 63%
1 = 30%
2 = 4%
3 = 2%
6 = *

Recoded Data:
0 = 0 (No active memberships)
1-6 = 1 (One or more active memberships)

65 20. Parents actively participating in school activities

Raw Data:	%	Recoded Data:
0. Not at all	(8)	0,1,9 = 0
1. Rarely	(4)	2,3 = 1
2. Occasionally	(11)	
3. Frequently	(13)	
4. Does not Apply	(64)	

66 21. Parents organizing any school activities

Raw Data:	%	Recoded Data:
0. No	(33)	0,9 = 0
1. Yes	(3)	1 = 1
9. Does not Apply	(64)	

67 22. Active participation in school board meetings

Raw Data:	%	Recoded Data:
0. Not at all	(91)	0,1 = 0
1. Rarely	(6)	2,3 = 1
2. Occasionally	(2)	
3. Frequently	(1)	

68 23. Organizing group for school board meeting

Raw Data:	%
0. No	(96)
1. Yes	(4)

69 24. Active participation in a demonstration

Raw Data:	%
0. No	(98)
1 Yes	(2)

70 25. Active participation in a boycott

Raw Data:	%
0. No	(100)
1. Yes	(0)

71 26. Signing/writing petition on school matters

Raw Data:	%	Recoded Data:
0. No	(85)	0,9 = 0
1. Yes	(14)	1 = 1
9. Not Ascertained	(1)	

72 27. Active participation in school activity non involving child

Raw Data:	%
0. No	(73)
1. Yes	(27)

Activity Questions Relating to CONCEPTUAL Modes
VOTING: 1,2,3,4.
CAMPAIGN: 5,6,7,8.
CONTACTING: 9,10,11,12,13,14,15.
COOPERATIVE: 16,17,18,19,20,21,22,23,24,25,26,27.

Activity Questions Relating to EMPIRICAL Modes:
ELECTORAL: 1,2,3,4,6.
DYNAMIC: 7,8,14,15,23,24,27.
PAROCHIAL: 9,10,11,18,20,21,22.
CITIZEN: 5,12,13,16,17,19,26.
(Question 25 eliminated.)

Column Question Identification

III. GENERAL ATTITUDES (Sample Size = 139)

No recoding occurs in this section.
All responses are coded as follows:

Strongly Agree - SA - (5)
Moderately Agree - MA - (4)
Uncertain - U - (3)
Moderately Disagree - MD - (2)
Strongly Disagree - SD - (1)

1-3 Respondent Identification Number
4 Card Number 2

Column	Political Attitudes:	Raw Data:	Percentages			
		SA	MA	U	MD	SD
5	1. Military forces well equipped.	38	37	4	16	6
6	2. Government encourage strong unions.	11	27	3	25	33
7	3. Campaign financing controlled.	24	35	4	14	23
8	4. Every citizen with a secure job and a good standard of living.	29	29	2	23	17
9	5. Citizen to make and spend money as he likes.	52	25	4	14	6
10	6. Avoidance of wage and price controls	21	32	*	25	22
11	7. Unconditional amnesty for draft evaders.	9	22	4	17	48
12	8. Uncontrolled campaign financing.	24	22	*	19	33
13	9. Tax breaks for big business and corporate farms.	6	21	2	27	45
14	10. Welfare service for all citizens who need it.	35	35	2	17	12
15	11. Government control of business profits	29	29	3	22	18
16	12. Law and order	37	39	4	13	7
17	13. Hold down welfare spending	20	32	4	27	18
18	14. Avoid improvement spending if increased taxes result.	12	27	4	34	24
19	15. Environmental protection hinders resource development.	12	28	8	27	25
20	16. Evening but wealth and status differences is desirable.	23	19	2	23	32
21	17. Government should own and operate public utilities.	14	12	4	17	53
22	18. Government to aid disadvantaged at expense of balanced budget.	17	45	4	21	13
23	19. Government to relieve unemployment.	28	50	*	16	6
24	20. Government to spend no more than it collects.	45	27	*	22	5

Progressive Political Questions: 2,3,4,7,10,11,16,17,18,19.
Traditional Political Questions: 1,5,6,8,9,12,13,14,15,20.

Column	Question Identification	Raw Data:	Percentages			
	Social Attitudes:	SA	MA	U	MD	SD
25	1. Unemployment money aids those who won't help themselves.	16	23	4	35	22
26	2. Positive protection of environment is important.	47	42	*	9	1
27	3. Main problem: poor cannot succeed.	20	24	*	32	24
28	4. Heavy taxation of large fortunes is needed.	29	27	4	29	11
29	5. Greater discipline over young people needed.	49	29	3	14	6
30	6. People should take care of their own welfare needs.	13	24	1	39	22
31	7. Business privileges curtail true democracy.	24	32	6	29	8
32	8. Racial characteristics affect achievement.	19	42	5	23	10
33	9. Citizen to be patriotic and loyal.	44	24	1	19	12
34	10. Citizens should influence important decisions.	60	33	2	4	*
35	11. Good citizen helps minorities.	54	40	1	5	0
36	12. Solve problems by moving slowly.	24	38	1	23	14
37	13. Primary need is to protect property rights.	40	33	1	20	6
38	14. Community officials to censor books.	23	22	5	26	24
39	15. Individual to control own life.	43	44	*	10	2
40	16. Unemployment compensation is an important right.	54	33	1	9	3
41	17. Officials to gain public input.	54	27	1	5	*
42	18. Public system of medical care needed.	25	29	5	26	15
43	19. Good citizen to attend religious services.	32	27	*	27	13
44	20. Tax increase to finance social programs	24	39	3	24	10
45	21. Law enforcement by the book.	41	32	1	20	6

Progressive Social Questions: 2,3,4,7,10,11,16,17,18,20.
Traditional Social Questions: 1,5,6,8,9,12,13,14,15,19,21.

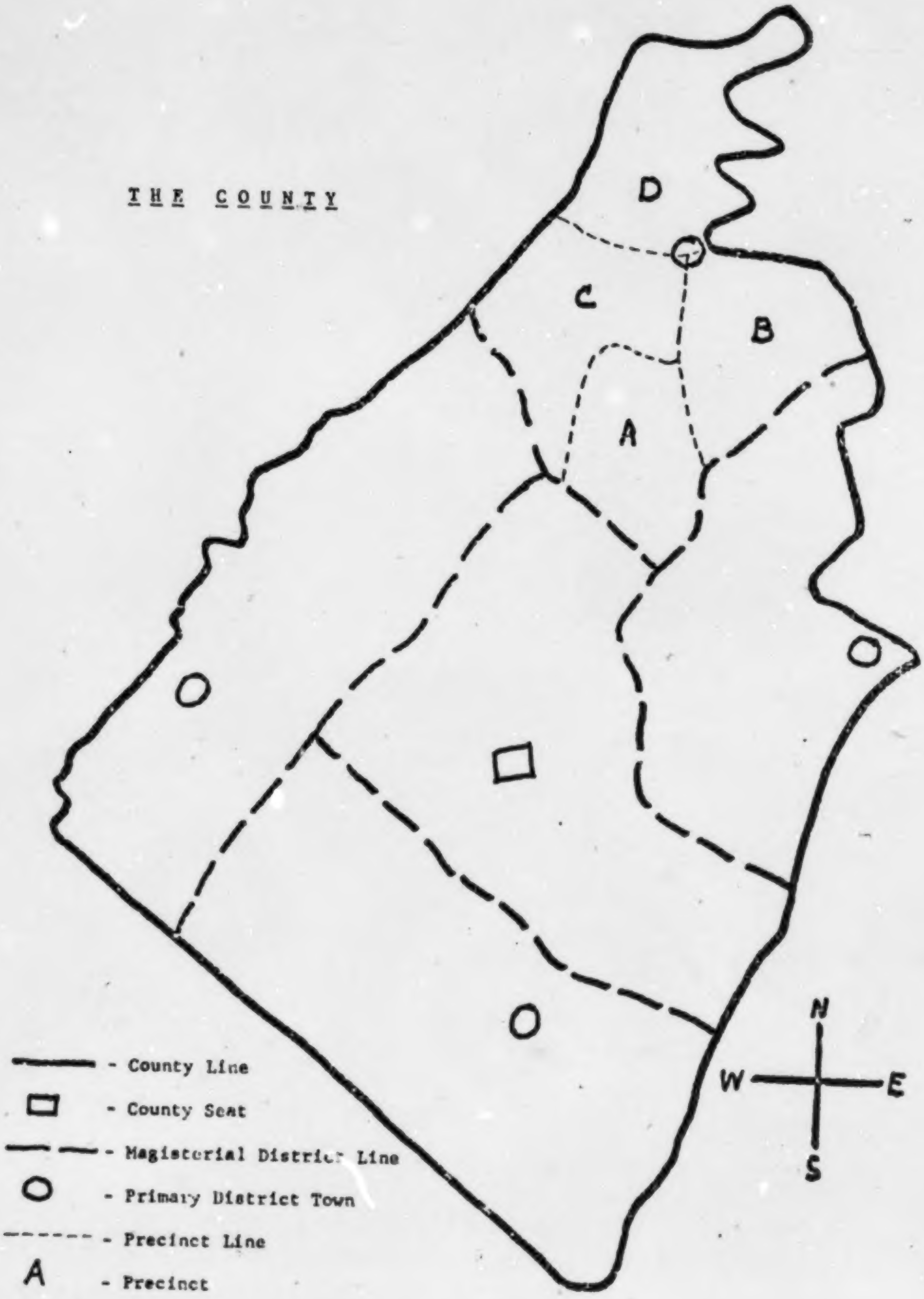
Column	Educational Attitudes:	SA	MA	U	MD	SD
46	1. Learning primarily should increase information.	63	22	*	8	6
47	2. Emotional and social development over academic excellence.	30	28	1	31	9
48	3. Child to approach and solve problem, not master information.	42	42	5	9	2
49	4. Child should be allowed more freedom in the class.	8	14	4	41	33

Column	Question Identification	Raw Data:	Percentages			
	Educational Attitudes (Continued);	SA	MA	U	MD	SD
50	5. No sex education in schools.	10	15	2	40	32
51	6. Too little importance is attached to religious values.	35	34	*	22	9
52	7. School to take an active part in social change.	26	45	6	14	9
53	8. Value in federally financed projects for children.	71	35	0	4	*
54	9. Child to be taught competitive spirit.	40	37	2	16	5
55	10. Government to support private schools.	14	19	4	32	30
56	11. Schooling to teach American values and traditions.	31	32	2	29	6
57	12. Educational goals to be determined by the child's needs.	47	33	*	14	5
58	13. Children should have more discipline in school.	44	35	3	13	5
59	14. Too many radical teachers in our schools.	11	24	6	41	18
60	15. Schools neglecting 3 R's.	34	24	4	22	17
61	16. Revival of teacher's classroom authority needed.	37	37	2	19	5
62	17. Academic freedom for teachers.	27	35	*	27	10
63	18. Full discussion of social, economic, political issues.	40	44	*	13	2
64	19. Integration to ensure full access to education.	74	24	*	0	1
65	20. Discipline sacrificed to interests of children.	27	36	8	24	6
66	21. School should not try to solve prejudice/discrimination.	12	21	3	31	34
67	22. Teachers must teach child at his own level.	64	22	2	9	3

Progressive Educational Questions: 2,3,4,7,8,10,12,18,19,22
Traditional Educational Questions: 1,5,6,9,11,13,14,15,16,20,21

APPENDIX E

MAP OF THE COUNTY


THE COUNTY
D
C
B
A
N
W
E
S
- County Line
- County Seat
- Magisterial District Line
- Primary District Town
- Precinct Line
A - Precinct

APPENDIX F

INTRODUCTORY LETTER TO RESPONDENTS FROM THE RESEARCHER

the
Wisconsin
Research and Development Center
for Cognitive
Learning

the University of Wisconsin · 1025 West Johnson Street · Madison, Wisconsin 53706 · (608)262 - 4901

October, 1974

The Wisconsin Research and Development Center, in cooperation with the County School District, is carrying out a research project which requests your assistance. We are interested in better understanding the relationship between citizens and their schools. This project has two purposes: (1) to find out the kind of contact people have with their community school system, and (2) to relate the kind of contact people have with schools to their ideas on a broad range of concerns.

The sample for this research consists of people who now live in the County. Your name was selected, with those of approximately 250 other citizens, for this sample.

An interviewer will be contacting you, probably by telephone, to set up a convenient time for an interview. Please make every effort to grant the interview. The interviewer, of course, will appreciate your cooperation; in addition, the results of this research will be useful to those concerned with the future of County Schools. We personally guarantee that the information you provide will be confidential, and that no names will be used in any report.

Thank you for your help with this research. Your responses are vital, and we look forward to the interview with you.

Very cordially yours,

B. Dean Bowles

B. Dean Bowles, Principal Investigator
Wisconsin Research and Development Center

Thornton A. Liechty

Thornton A. Liechty, Researcher
Wisconsin Research and Development Center

BDB/TAL:ad

Your interviewer will be: ________________________

Telephone: ________________

APPENDIX G

INTRODUCTORY LETTER TO RESPONDENTS FROM COUNTY SCHOOL SUPERINTENDENT

October 1974

Dear Citizen of   County,

Our school system is cooperating with the Wisconsin Research and Development Center, an agency of the University of Wisconsin, in a research project. I think the project is worthwhile and I hope you will cooperate; some of the research findings may help us in our efforts to educate youngsters in   County.

Sincerely yours,

APPENDIX H

INTRODUCTORY LETTER TO RESPONDENTS FROM INTERVIEWERS

Dear County Citizen:

This interviewer is representing the University of Wisconsin's Research and Development Center. In cooperation with the County School System, we are conducting a survey in the District.

If you have any questions concerning this survey, please call either (Associate Professor of Education, College) or Mr. Thornton Liechty (Researcher, The Wisconsin Research and Development Center for Cognitive Learning) at

We do appreciate your cooperation with this research effort. Thank you.

Sincerely,

APPENDIX I

SAMPLE RESPONDENT CONTACT SHEET FOR INTERVIEWERS

This page is your record of contacts with respondent.

RESPONDENT'S NAME & ADDRESS: Charles P. Dodge
P. O. Box 1976
Oldsville, U. S. A.

RESPONDENT'S TELEPHONE NO.: No listing

RESPONDENT'S SAMPLE NO.: 0 | 0 | 0

	DATE:	TIME:	HOW CONTACTED:	RESULT OF ATTEMPTED CONTACT:
1.	10/23	11:20 a	Found out from post office	
2.			where respondent lives.	
3.			Drove out to house.	No one home.
4.	10/25	6:00 p	Drove out to home.	He asked me to call the
5.				Maintenance Dept. to set
6.				up an interview time.
7.	10/26	9:00 a	Phoned Maintenance Dept.	Set up interview for 10/28
8.				at 4:30 p. at Maint. Dept.
9.	10/28	4:30 p	In person.	Appt. changed to 10/30 at 6:00 p.
10.	10/30	6:00 p	In my car.	Interview completed.

THUMBNAIL:

Relative involved in school activities very heavily; often talked about school questions with respondent. Respondent very concerned with drugs and alcohol problem in schools. Farms 300 acres. Very cooperative. Regretted not participating more in school system. Expressed some strong opinions on educational matters.

APPENDIX J

INTERVIEWER FLASH CARDS

THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER
FOR COGNITIVE LEARNING

HOME-SCHOOL-COMMUNITY RELATIONS

CITIZEN PARTICIPATION

THORNTON A. LIECHTY, RESEARCHER FOR R-3

CARD 1

TOTAL FAMILY INCOME
(BEFORE TAXES)

1. LESS THAN $3,000
2. $3,000 - $5,000
3. $5,000 - $10,000
4. $10,000 - $15,000
5. $15,000 - $20,000
6. $20,000 - $25,000
7. OVER $25,000

CARD 2

STRENGTH OF FEELING

STRONGLY AGREE
MODERATELY AGREE

MODERATELY DISAGREE
STRONGLY DISAGREE

CARD 3

EDUCATIONAL GROUPS

1. SCHOOL BOARD
2. LOCAL PARENT-TEACHERS ORGANIZATION
3. LOCAL AFFILIATE OF THE AMERICAN FEDERATION OF TEACHERS
4. LOCAL AFFILIATE OF THE NATIONAL EDUCATION ASSOCIATION
5. ANY SCHOOL-COMMUNITY GROUPS
6. ANY OTHER SCHOOL OR LOCAL EDUCATIONAL GROUP

CARD 4

STRENGTH OF FEELING

STRONGLY AGREE
MODERATELY AGREE

MODERATELY DISAGREE
STRONGLY DISAGREE

APPENDIX K

INTERVIEWER FIELD SURVEY HINTS

"GOING INTO THE FIELD"

ADAPTED FROM SURVEY RESEARCH, BY CHARLES H. BACKSTROM AND GERALD D. HURSH. (EVANSTON, ILL.: NORTHWESTERN UNIVERSITY PRESS, 1963.), CHAPTER 5.

INTERVIEWER'S CODE

YOU MUST BE:

1. HONEST IN YOUR WORK.
2. RELIABLE AND CONSCIENTIOUS.
3. OBJECTIVE IN YOUR MANNER OF ASKING QUESTIONS.
4. FAITHFUL AND NEUTRAL IN RECORDING ANSWERS.
5. WILLING TO WRITE ANSWERS FULLY AND LEGIBLY.
6. INTERESTED IN PEOPLE; UNDERSTANDING.
7. ABLE TO INSPIRE PEOPLE'S CONFIDENCE AND PUT THEM AT EASE.
8. INCONSPICUOUSLY, BUT NEATLY DRESSED.

BE SURE TO:

1. STUDY ALL QUESTIONS UNTIL YOU KNOW WHAT THEY MEAN AND ARE FAMILIAR ENOUGH WITH THEM SO YOU CAN REALLY ASK THE QUESTIONS INSTEAD OF JUST READING THEM.
2. INTERVIEW YOURSELF BY ANSWERING EACH QUESTION THOUGHTFULLY.
3. PLAN TO INTERVIEW AT VARIOUS TIMES OF DAY BETWEEN 9 A.M. AND 9 P.M., SINCE DIFFERENT KINDS OF PEOPLE ARE HOME AT DIFFERENT HOURS.
4. RE-READ YOUR INSTRUCTIONS BETWEEN INTERVIEWS -- YOU MAY PICK UP POINTS YOU MISSED BEFORE OR CORRECT ERRORS YOU HAVE BEGUN TO MAKE.

YOUR ATTITUDE SHOULD BE:

1. NEUTRAL

YOUR JOB IS TO RECORD INFORMATION, REGARDLESS WHETHER YOU THINK IT GOOD, BAD, INDIFFERENT, BORING, OR EXCITING.

DO NOT -- BY WORD, ACTION, OR GESTURE -- INDICATE SURPRISE, PLEASURE, OR DISAPPROVAL AT ANY ANSWER.

DO NOT ATTEMPT TO INFLUENCE RESPONSES IN ANY WAY. THE TRUTH IS ALL THAT COUNTS -- WHAT A PERSON REALLY THINKS OR FEELS ABOUT THE SUBJECT. THUS:

A. NEVER SUGGEST AN ANSWER. AND DO NOT GIVE YOUR OWN OPINIONS ON A QUESTION.

B. SO THAT THE RESPONSE WILL NOT BE INFLUENCED BY YOU IN ANY WAY, YOU MUST ASK THE QUESTIONS EXACTLY AS THEY ARE WORDED AND IN THE SAME ORDER EVERY TIME.

(2)

C. IF THE RESPONDENT DOES NOT UNDERSTAND A QUESTION, REPEAT IT EXACTLY AS WRITTEN RATHER THAN EXPLAIN IT. OCCASIONALLY, A NEUTRAL EXPLANATION MAY BE EMPLOYED TO HELP THE RESPONDENT UNDERSTAND THE INTENT OF THE QUESTION.

2. IMPARTIAL

WHATEVER YOU MAY THINK OF AN INDIVIDUAL OR HIS OPINIONS, KEEP IT TO YOURSELF. EACH INTERVIEW YOU ARE ASKED TO GET, AND EACH PERSON YOU SPEAK TO IS EQUALLY IMPORTANT.

YOU SHOULD BE ADAPTABLE TO ANYONE AND GRACIOUS TO EVERYONE. THE IMPORTANT THING IS TO INSPIRE THE CONFIDENCE OF EVERY RESPONDENT REGARDLESS OF AGE, SEX, RACE, ETC.

3. CASUAL

YOU ARE NOT A SPY. IF YOU BECOME TOO GRIM IN THE PURSUIT OF YOUR ASSIGNMENT, THE RESPONDENT MAY BECOME DEFENSIVE.

DON'T MAKE THIS A MATTER OF LIFE AND DEATH. TAKE IT EASY.
APPROACH THE INTERVIEW PLEASURABLY AND LET THE RESPONDENT ENJOY IT, TOO.

ASSUME THAT HE WANTS TO EXPRESS HIS OPINION AND WANTS TO BE INTERVIEWED. YOU ARE MERELY GIVING HIM THE CHANCE TO EXPRESS HIMSELF ON MATTERS THAT MAY BE IMPORTANT TO HIM.

4. CONVERSATIONAL

USE AN INFORMAL MANNER OF SPEAKING, NATURAL TO YOU, AND AIMED AT PUTTING THE INDIVIDUAL AT EASE.

ALTHOUGH YOU ARE CONVERSATIONAL, NEVER LOSE CONTROL OF THE INTERVIEW. FROM THE MOMENT THE CORRECT RESPONDENT APPEARS AT THE DOOR, TALK HIM THROUGH THE INTRODUCTION AND RIGHT INTO THE BODY OF THE QUESTIONNAIRE BEFORE HE REACTS NEGATIVELY.

BE READY WITH STOCK ANSWERS TO HANDLE INTERRUPTIONS OR OBJECTIONS. GIVE THESE ANSWERS IN AN OFFHAND TONE OF VOICE AS THOUGH YOU'VE HEARD THE OBJECTION A HUNDRED TIMES, AND PROCEED WITH THE QUESTIONS.

5. FRIENDLY

IF THE RESPONDENT IS NOT RELAXED, YOU CANNOT MAKE HIM TALK. HE MUST NOT BE MADE TO FEEL ASHAMED OF HIS LACK OF INFORMATION OR PARTICIPATION. YOUR ATTITUDE, MUST BE SYMPATHETIC AND UNDERSTANDING. EMPHASIZE THAT THERE ARE NO CORRECT ANSWERS. HE MUST BE MADE TO REALIZE THAT WHAT HE THINKS REALLY IS WHAT COUNTS.

IF THE INDIVIDUAL REMAINS CONFUSED BY A QUESTION, EVEN AFTER REPETITION AND PERHAPS SOME NEUTRAL EXPLANATION OF INTENT, RECORD AN "UNDECIDED" OR "DON'T KNOW" RESPONSE.

IF AN INDIVIDUAL FEELS THAT HE DOES NOT KNOW ENOUGH ABOUT A MATTER TO MAKE A DECISION, RECORD AN "UNDECIDED" OR "DON'T KNOW" RESPONSE.

OR IF THE RESPONDENT OBJECTS TO A QUESTION, SAY, "I DON'T KNOW WHY, BUT THAT'S THE WAY MY OFFICE HAS THE QUESTION WORDED."

REMEMBER: THE OBJECT IS TO SECURE THE HONEST, UNINFLUENCED OPINION OF EACH INDIVIDUAL INTERVIEWED.

SOME TECHNICALITIES OF INTERVIEWING INCLUDE:

1. ASK FOR THE DESIGNATED INDIVIDUAL.

2. IF THE RESPONDENT IS NOT AT HOME, MAKE AN APPOINTMENT TO INTERVIEW HIM, OR ARRANGE TO CONTACT HIM TO MAKE AN APPOINTMENT. ALWAYS KEEP THIS APPOINTMENT YOURSELF. IF NO ONE IS HOME, YOU MUST MAKE EVERY REASONABLE ATTEMPT TO CALL BACK AS MANY AS THREE OR FOUR TIMES TO TRY TO COMPLETE THE INTERVIEW.

3. BE SURE THAT YOU FILL IN THE INFORMATION REQUIRED OF THE INTERVIEWER AT THE TOP OF PAGE 1. FILL IN YOUR NAME, THE SAMPLE NUMBER OF THE RESPONDENT, THE DATE, AND THE TIME STARTED. WHEN YOU HAVE COMPLETED THE INTERVIEW, PLACE IN TIME COMPLETED.

4. DO NOT PLACE ANY NUMBERS OR ANSWERS IN THE BOXES. YOU MUST CIRCLE THE NUMBER OF THE APPROPRIATE RESPONSE WHEN SUCH CHOICES ARE PROVIDED. SEVERAL OF THE "BACKGROUND DATA" QUESTIONS ARE "OPEN-ENDED;" THIS MEANS THAT YOU SHOULD SIMPLY WRITE THE RESPONDENT'S WORDS IN THE SPACE(S) PROVIDED. IF REMARKS ARE LENGTHY, DON'T HESITATE TO USE THE BACK OF THE PAGE, IF NECESSARY.

5. FOR OPEN-ENDED QUESTIONS SUCH AS # 11, 16, AND 17, YOU MAY WISH TO PROBE FOR FURTHER INFORMATION -- ESPECIALLY IF THE RESPONSE HAS BEEN VAGUE OR BRIEF. YOU MIGHT ASK, "IS THERE ANYTHING ELSE?" ARE THERE ANY OTHER (GROUPS, QUESTIONS, WAYS FOR PROVIDING INFORMATION) WHICH YOU CAN THINK OF?"

6. ANY TIME A RESPONDENT SEEMS TO HAVE DIFFICULTY UNDERSTANDING A QUESTION, PLEASE CIRCLE THE NUMBER OF THAT QUESTION. THIS WILL HELP US LATER WHEN WE TRY TO ASSESS THE RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE.

NEVER FEEL EMBARRASSED ABOUT ASKING ANY OF THE QUESTIONS; SUCH QUESTIONS ARE BEING ASKED OF THOUSANDS OF PEOPLE EVERY YEAR. FOR SOME OF THE RESPONDENT'S TIME, YOU ARE TRADING THEM A CHANCE TO BE MORE INFLUENTIAL IN PUBLIC AFFAIRS. JUST HAVE A BUSINESSLIKE ATTITUDE THAT SHOWS YOU ARE THERE TO COMPLETE THE INTERVIEW.

(4)

INTERVIEWING TACTICS

1. Usually the first meaningful reaction to a question is the important or true one. Don't record any changes in an answer to a past question if you have already gone on to other items. Note at the point he wished to go back that the respondent now indicates he would say something else.

2. Do not record a "DON'T KNOW" response too quickly. This response is often use to stall for time while the respondent arranges his thoughts.

3. If you get a "YES, BUT..." or a "NO, BUT..." try to record the comment, even if space has not been provided. These comments may reveal important facts about the question which were not anticipated.

4. Try to record comments or remarks as they are given.

5. Try to get specific comments.

6. Keep talking as you write. Ask the second question as you record the response to the first. Start the respondent thinking about a question. If you let a silence grow, he has time to become distracted, bored, resentful. KEEP EYE CONTACT WITH RESPONDENT.

7. Focus the respondent's attention on the questions. But this must be done gently; sometimes the "price" exacted for a respondent's efforts is that the interviewer must listen to the respondent's feelings on some unrelated matters. Be patient, but try to lead the respondent back to the subject at hand.

8. Record all the answers yourself. Never allow the respondent to do so.

9. Get all the information you are asked to get. Serious omissions may cause the questionnaire to be discarded. Therefore, check over the questionnaire at the end of each interview BEFORE YOU LEAVE THE RESPONDENT'S PRESENCE. You can't supply answers after you leave. Say, "Now, let's see if we've got everything," to allow you to look over each question. If time is running short, you may wish to say, "If we need any further clarification of your responses, may we contact you again?"

10. Before you leave, remember to say "Thank you very much for your time and efforts. I enjoyed talking with you, and the information which you provided will be most helpful. Thanks again. Good By."

(5)

INTERVIEWING CAUTIONS

1. NEVER INTERVIEW BY TELEPHONE. IT IS IMPOSSIBLE TO CONVEY THE SUBTLETIES OF QUESTIONS INTENDED FOR A PERSONAL INTERVIEW. TOO, RESPONDENTS FIND IT EASIER TO HANG UP THAN TO REFUSE THE INTERVIEWER AT THE DOOR.

2. NEVER TAKE A FRIEND OR ANYONE ELSE ALONG WHEN YOU DO INTERVIEWING. GO ALONE. RESPONDENTS WILL BE INHIBITED IN THE PRESENCE OF "EXTRA" INTERVIEWERS.

3. NEVER ALLOW ANYONE OTHER THAN THE DESIGNATED RESPONDENT TO ANSWER YOUR QUESTIONS. SEEK PRIVACY. IF OTHERS MUST BE PRESENT AND THEY START TALKING, OR IF THE RESPONDENT ASKS FOR THEIR OPINIONS, TELL HIM ONLY HIS OPINIONS ARE IMPORTANT. GENTLY BUT FIRMLY INSTRUCT FAMILY MEMBERS NOT TO INTERRUPT.

4. NEVER LET SOMEONE ELSE DO THE WORK FOR YOU. SUBSTITUTES ARE WORTHLESS, SINCE YOU ARE THE TRAINED INTERVIEWER. IF YOU CANNOT COMPLETE THE WORK YOURSELF, NOTIFY THE RESEARCH DIRECTOR AT ONCE.

5. NEVER REVEAL THE DETAILS OF YOUR JOB OR OF SPECIFIC INTERVIEWS TO OTHERS. THE INFORMATION YOU OBTAIN IS CONFIDENTIAL AND YOU MUST RESPECT THIS.

6. NEVER CORRECT ERRORS ON SOMEONE ELSE'S ADVICE. INSTEAD, TELL THE RESEARCH DIRECTOR ABOUT YOUR DIFFICULTIES.

7. NEVER FALSIFY INTERVIEWS. ALL WORK IS CAREFULLY EXAMINED AND METHODS OF DETECTING FALSE INFORMATION HAVE BEEN DEVISED. IT ISN'T WORTH THE TROUBLE TO DO THE JOB POORLY OR WRONG.

8. ALWAYS FOLLOW INSTRUCTIONS CAREFULLY.

9. ALWAYS STUDY THE QUESTIONNAIRE UNTIL YOU ARE FULLY FAMILIAR WITH IT.

10. ALWAYS BE COMPLETELY NEUTRAL, INFORMAL, CONSCIENTIOUS.

11. ALWAYS READ QUESTIONS JUST AS THEY ARE WRITTEN.

12. ALWAYS ASK ALL OF THE QUESTIONS.

13. ALWAYS ASK QUESTIONS IN THE ORDER THEY APPEAR.

14. ALWAYS RECORD COMMENTS ACCURATELY.

15. ALWAYS CHECK QUESTIONNAIRE TO BE SURE ALL ITEMS ARE COMPLETED.

16. GENERALLY, TRY TO INTERVIEW PEOPLE YOU DON'T KNOW, AND INTERVIEW THEM ALONE.

17. ALWAYS INTERVIEW ONLY THE DESIGNATED INDIVIDUAL.

(6)

STOCK ANSWERS TO RESPONDENTS

WHAT YOU SHOULD SAY...

1. IF RESPONDENT ASKS: "WHO IS DOING THIS SURVEY?"
"THIS SURVEY IS BEING CONDUCTED BY THE UNIVERSITY OF WISCONSIN'S RESEARCH AND DEVELOPMENT CENTER IN COOPERATION WITH THE SCHOOL SYSTEM OF COUNTY. WE ARE TRYING TO GET SOME IDEA ABOUT HOW PEOPLE MAY HAVE AN INFLUENCE UPON WHAT THE SCHOOL SYSTEM DOES, AND ABOUT HOW THIS ACTIVITY MAY RELATE TO PEOPLE'S FEELINGS ON VARIOUS MATTERS."

2. IF RESPONDENT PRESSES FOR A BETTER ANSWER ON AUSPICES:
"WELL...I HAVE BEEN EMPLOYED TO SECURE SOME OF THE INTERVIEWS. THE PEOPLE IN CHARGE OF THIS SURVEY ARE AT THE UNIVERSITY OF WISCONSIN'S R & D CENTER; HOWEVER, THEIR REPRESENTITIVE IS HERE AT COLLEGE. WOULD YOU LIKE THEIR PHONE NUMBER, SO THAT YOU COULD CALL THEM. (IF "YES," GIVE THEM TROUBLE NUMBERS.)

3. IF RESPONDENT WONDERS WHY HE IS BEING INTERVIEWED, OR SUGGESTS INTERVIEWING SOMEONE ELSE:
"YOU WERE SELECTED COMPLETELY BY CHANCE FROM THE DISTRICT VOTER REGISTRATION LISTS. SO YOUR OPINIONS ARE IMPORTANT AND INTERVIEWING SOMEONE ELSE WOULDN'T BE AS GOOD."

4. IF RESPONDENT SAYS HE DOESN'T HAVE TIME TO BE INTERVIEWED:
"THE QUESTIONS WON'T TAKE TOO LONG. YOU CAN GO RIGHT ON WITH YOUR WORK AND I'LL JUST RUN THROUGH THESE ITEMS."

5. IF RESPONDENT INSISTS HE IS TOO BUSY:
"WHAT WOULD BE A BETTER TIME SOON FOR ME TO COME BACK? I'LL NOTE DOWN AN APPOINTMENT THAT WOULD BE MORE CONVENIENT FOR YOU."

6. IF RESPONDENT SAYS HE DOESN'T KNOW ENOUGH TO GIVE GOOD ANSWERS:
"IN THIS SURVEY, IT IS NOT WHAT YOU KNOW THAT COUNTS. RATHER IT IS WHAT YOU HAPPEN TO THINK ABOUT VARIOUS TOPICS OR WHAT KIND OF CONTACT YOU HAVE HAD WITH SCHOOLS THAT IS IMPORTANT."

7. IF RESPONDENT IS AFRAID TO ANSWER SOME QEUSTIONS OR ASKS: "WHAT ARE YOU GOING TO DO WITH THESE ANSWERS?" OR "WHY DO YOU WANT TO KNOW THAT?"
"WELL...MANY PEOPLE ARE BEING ASKED THESE SAME QUESTIONS, OF COURSE, AND WHAT YOU SAY IS CONFIDENTIAL. WE ARE INTERESTED IN THESE QUESTIONS ONLY TO SEE WHAT A LOT OF PEOPLE IN GENERALLY ARE DOING OR ARE THINKING ABOUT.

8. IF RESPONDENT IS ANNOYED AND JUST PLAIN REFUSES TO ANSWER A QUESTION:
"OF COURSE, YOU DON'T HAVE TO ANSWER ANY QUESTION YOU'D PREFER NOT TO. I'M ONLY TRYING TO GET YOUR OPINION BECAUSE OUR STUDY IS MORE ACCURATE THAT WAY." THEN, IF RESPONDENT STILL REFUSES, DON'T COMMENT, JUST GO ON QUICKLY TO THE NEXT QUESTION. MARK THE ITEM "REFUSED."

REMEMBER, DON'T IGNORE QUESTIONS, BUT PARRY THEM WITH PROVIDED ANSWERS. BE BRIEF IN YOUR ANSWERS. DON'T PAUSE TOO LONG, WAITING FOR THE RESPONDENT'S NEXT REACTION. RATHER, GO ON WITH THE QUESTIONS AS SOON AS POSSIBLE -- IN A CONVERSATIONAL WAY.

(7)

INITIAL CONTACTING

"Hello. My name is ______________. May I talk with __________?"

(Respondent Present)

"Hello. My name is __________________. I am representing the University of Wisconsin's Research and Development Center. In cooperation with the County School System, we are conducting a survey in the district. I believe that you have already received a letter from us regarding this research project?" (Respondent should affirm this. If you receive a negative answer, report this to us; then read purpose statement from introductory letter.)

"Well, what I would like to do is to set up some time when, at your convenience, we might complete the interview. The interview should take less than 45 minutes. We can meet in your home, at your work, or someplace in town (like the student center) -- or wherever you'd like. If you'd prefer, we can meet some evening or over the weekend." (Continue to make appropriate arrangements. Refer to Stock Answers, if necessary.)

(If appointment set up):

"Thank you very much. I am looking forward to our meeting at.... (review time, date, site information). Good by."

(If completely refused):

"Well, thank you anyway. Good by."

APPENDIX L

MEANS OF VARIABLES BY TYPES OF PARTICIPATORS

MEANS OF VARIABLES BY TYPES OF PARTICIPATORS

Variable	Types of Participators					
	Activists (51)	Parents (34)	Citizens (23)	Voters (24)	Inactives (7)	Total (139)
1. Length of Residence	2.39	2.41	2.35	2.58	2.00	2.40
2. Sex	1.41	1.76	1.39	1.46	1.43	1.50
3. Race	1.94	1.79	1.70	1.92	1.86	1.86
4. Income	3.10	3.00	2.52	2.33	2.86	2.83
5. Parent Status	.59	.97	.61	.63	.71	.70
6. Children in School	.14	.97	.26	.17	.00	.36
7. Age	3.08	2.35	3.61	3.21	4.00	3.06
8. Educational Level	4.35	3.71	3.09	3.17	2.57	3.69
9. Educational Awareness	3.35	3.85	2.43	1.75	.43	2.90
10. Participation Orientations	6.80	7.03	6.04	5.42	3.57	6.33
11. Parochial Mode Activities	.73	3.38	.26	.04	.00	1.14
12. Cooperative Mode Activities	2.80	1.38	1.17	.21	.00	1.60
13. Electoral Mode Activities	4.18	3.18	2.65	2.92	.00	3.25
14. Dynamic Mode Activities	1.76	.50	.00	.21	.00	.81
15. Political Traditional Attitudes	31.71	30.38	34.57	32.00	37.43	32.19
16. Political Progressive Attitudes	25.33	29.15	28.35	26.13	29.86	27.13
17. Social Traditional Attitudes	30.71	28.26	30.87	31.38	34.43	30.44
18. Social Progressive Attitudes	37.94	38.56	38.43	37.83	38.43	38.18
19. Educational Traditional Attitudes	36.80	34.47	41.26	38.54	42.00	37.53
20. Educational Progressive Attitudes	29.22	29.38	29.57	28.75	29.71	29.26

APPENDIX M

STANDARD DEVIATIONS OF VARIABLES BY TYPES OF PARTICIPATORS

STANDARD DEVIATIONS OF VARIABLES BY TYPES OF PARTICIPATORS

	Types of Participators					
Variable	Activists (51)	Parents (34)	Citizens (23)	Voters (24)	Inactives (7)	Total (139)
1. Length of Residence	.83	.74	.93	.72	1.00	.81
2. Sex	.50	.43	.50	.51	.53	.50
3. Race	.24	.41	.47	.28	.38	.35
4. Income	1.17	.98	1.24	1.05	1.68	1.17
5. Parent Status	.50	.17	.50	.49	.49	.46
6. Children in School	.35	.17	.45	.38	.00	.48
7. Age	1.65	.77	1.73	1.59	1.83	1.55
8. Educational Level	1.60	1.38	1.62	1.49	1.40	1.61
9. Educational Awareness	2.06	1.71	1.62	1.65	.79	2.00
10. Participation Orientations	1.30	1.22	1.33	1.79	1.40	1.62
11. Parochial Mode Activities	1.23	1.30	.45	.20	.00	1.64
12. Cooperative Mode Activities	1.77	1.71	.49	.41	.00	1.71
13. Electoral Mode Activities	1.32	1.71	1.37	1.50	.00	1.72
14. Dynamic Mode Activities	1.42	.71	.00	.41	.00	1.20
15. Political Traditional Attitudes	7.01	6.95	5.54	4.78	6.75	6.58
16. Political Progressive Attitudes	6.66	7.84	9.53	7.50	4.78	7.66
17. Social Traditional Attitudes	7.26	6.86	7.16	7.96	8.20	7.36
18. Social Progressive Attitudes	5.70	5.52	7.09	5.51	5.74	5.80
19. Educational Traditional Attitudes	7.73	8.56	6.02	6.97	7.48	7.84
20. Educational Progressive Attitudes	5.64	4.85	5.81	4.74	5.56	5.26

APPENDIX N

SIGNIFICANCE LEVEL OF VARIABLES

Variable	F-Ratio: 4 & 134 Degrees of Freedom	Significant at .05 Level*
1. Length of Residence	0.75	No
2. Sex	3.31	Yes
3. Race	2.48	Yes
4. Income	2.42	No
5. Parent Status	4.48	Yes
6. Children in School	39.07	Yes
7. Age	3.44	Yes
8. Educational Level	4.96	Yes
9. Educational Awareness	6.57	Yes
10. Participation Orientations	13.44	Yes
11. Parochial Mode Activities	57.35	Yes
12. Cooperative Mode Activities	18.47	Yes
13. Electoral Mode Activities	15.55	Yes
14. Dynamic Mode Activities	21.52	Yes
15. Political Traditional Attitudes	2.70	Yes
16. Political Progressive Attitudes	1.80	No
17. Social Traditional Attitudes	1.40	No
18. Social Progressive Attitudes	0.09	No
19. Educational Traditional Attitudes	3.63	Yes
20. Educational Progressive Attitudes	0.09	No

*Minimum F-ratio for statistical significance is approximately 2.44.

APPENDIX O

GENERAL POLITICAL (P), SOCIAL (S), AND EDUCATIONAL (E) ATTITUDES: 2 ROTATION, R-MODE, VARIMAX FACTOR ANALYSIS (N=57)

Eigenvalue=7.67 Traditional Factor		Eigenvalue=6.00 Progressive Factor	
Question	Loading	Question	Loading
S-9	.631	P-16	.684
S-14	.624	S-3	.650
E-16	.602	P-4	.622
P-13	.595	P-17	.585
E-6	.594	P-2	.533
E-13	.584	S-18	.528
S-13	.576	E-12	.514
S-5	.561	P-19	.502
S-19	.534	P-11	.490
E-11	.501	E-7	.477
P-14	.489	P-10	.470
S-21	.474	P-18	.464
E-20	.468	S-11	.449
E-5	.467	E-17	.429
E-14	.466	E-2	.428
E-1	.457	S-4	.421
P-15	.455	E-18	.387
P-20	.451	S-7	.383
S-6	.436	P-8**	.379
S-12	.420	S-16	.370
E-21	.377	E-22	.369
E-9	.366	S-4	.352
E-15	.360	S-17	.333
S-1	.349	P-7	.324
P-12	.340	E-4	.313
P-6	.308	E-3	.227
P-1	.303	S-17	.215
P-5	.076	P-9**	.215
S-2*	-.315		

* Progressive question

** Traditional questions

APPENDIX P

DISCRIMINANT ANALYSIS SUMMARY TABLE

DISCRIMINANT ANALYSIS SUMMARY TABLE

Step Number	Variable Entered*	Number Included	Wilks' Lambda	Sig.	RAO'S V	Change in RAO's V	Sig. of Change
1	V11	1	.369	.000	229.415	229.415	.000
2	V14	2	.173	.000	438.611	209.196	.000
3	V13	3	.133	.000	502.565	63.953	.000
4	V12	4	.112	.000	545.747	43.182	.000
5	V10	5	.099	.000	572.735	26.988	.000
6	V06	6	.090	.000	617.687	44.953	.000
7	V03	7	.084	.000	635.016	17.328	.002
8	V04	8	.079	.000	645.334	10.318	.035
9	V15	9	.074	.000	664.869	19.535	.001
10	V07	10	.071	.000	682.526	17.657	.001
11	V01	11	.066	.000	696.096	13.570	.009
12	V02	12	.064	.000	713.079	16.984	.002
13	V17	13	.061	.000	723.214	10.134	.038
14	V19	14	.058	.000	736.279	13.065	.011

* Note: See Appendix N for variable identification.

Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation	Functions Derived	Wilks' Lambda	Chi-Square	DF	Significance
				0	.056	368.599	60	.000
1	3.718	66.97	.888	1	.265	170.017	42	.000
2	1.229	22.14	.743	2	.590	67.424	26	.000
3	.354	6.38	.511	3	.799	28.639	12	.004
4	.251	4.52	.448					

APPENDIX Q

DISCRIMINANT FUNCTION COEFFICIENTS AND CENTROIDS

Standardized Discriminant Function Coefficients*

	Func 1	Func 2	Func 3	Func 4
V01	.028	- .179	.205	- .429
V02	- .080	- .071	- .112	- .208
V03	.095	.056	- .073	- .456
V04	.008	.041	- .456	.112
V06	- .238	- .203	.373	.251
V07	- .087	.206	.250	.485
V10	- .083	- .313	.563	.453
V11	- .702	.039	- .469	- .088
V12	.136	- .234	- .444	.641
V13	.132	- .302	.657	- .200
V14	.403	- .355	- .394	- .392
V15	.070	.205	- .293	.400
V17	.029	- .293	- .233	- .427
V19	.028	.255	.187	.226

Centroids of Groups in Reduced Space

Types of Participators	Func 1	Func 2	Func 3	Func 4
Activists	.786	- .653	- .199	.036
Parents	-1.482	- .351	- .103	- .053
Citizens	.074	.701	.498	.796
Voters	.303	.609	.583	- .731
Inactives	.195	2.069	-1.684	- .110

* Note: For variable identification, see Appendix N.

APPENDIX R

DISCRIMINANT ANALYSIS PREDICTION RESULTS

DISCRIMINANT ANALYSIS PREDICTION RESULTS

Types of Participators	Group Probability	No. of Cases	Predicted Group Membership*				
			Activists	Parents	Citizens	Voters	Inactives
Activists	.37	51.	40. 78.4%	1. 2.0%	5. 9.8%	4. 7.8%	1. 2.0%
Parents	.24	34.	0. .0%	32. 94.1%	2. 5.9%	0. .0%	0. .0%
Citizens	.17	23.	1. 4.3%	0. .0%	19. 82.6%	3. 13.0%	0. .0%
Voters	.17	24.	2. 8.3%	0. .0%	3. 12.5%	19. 79.2%	0. .0%
Inactives	.05	7.	0. .0%	0. .0%	1. 14.3%	0. .0%	6. 85.7%

*Note: Discriminant variables correctly classified 83.4% of the participators.

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